

DOCUMENT RESUME

ED 131 302

08

CE 008 933

TITLE Research and Development Project in Career Education.
Final Report (South Carolina).
INSTITUTION South Carolina State Dept. of Education, Columbia.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
REPORT NO VT-103-265
BUREAU NO V3610341
PUB DATE Nov 74
GRANT OEG-O-73-2999
NOTE 314p.

EDRS PRICE MF-\$0.83 HC-\$16.73 Plus Postage.
DESCRIPTORS *Career Education; Developmental Programs; Elementary
Secondary Education; Pilot Projects; *Program
Descriptions; *Program Evaluation; State Programs;
Statewide Planning
IDENTIFIERS South Carolina

ABSTRACT

Presenting a description of career education activities in the state of South Carolina, the document contains several separate reports which are organized into four major sections. Section 1 contains summary accounts of the administrative and technical activities accomplished by the South Carolina Department of Education Career Education Office, and of the two research and development projects in career education. Included in the materials appended to Section 1 are two annual evaluation reports of the projects by Ibex, Inc. The first is for Lexington School District 3, Batesburg-Leesville; the second for Spartanburg School District 5, Duncan. Both reports include results of student pretests and posttests as an indicator of program effectiveness. Section 2 is a brief account of the activities of the state career education office. Sections 3 and 4, detailing descriptions of the pilot projects in each of the above two school districts, were prepared to assist local district personnel in the planning, management, and administration of a successful career education program. These two sections (3 and 4) emphasize the identification of practical ways of implementing career education concepts; specific recommendations for similar projects are included. (Author/RG)

* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *

ED131302

FINAL REPORT

PROJECT NUMBER V361034L
GRANT NUMBER OEG-0-0-73-2999

RESEARCH AND DEVELOPMENT PROJECT
IN CAREER EDUCATION

CONDUCTED UNDER
PART C OF PUBLIC LAW 90-576

SOUTH CAROLINA DEPARTMENT OF EDUCATION
COLUMBIA, SOUTH CAROLINA 29201

NOVEMBER 1974

VT 103 265

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRO-
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIGIN-
ATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRESENT
OFFICIAL NATIONAL INSTITUTE OF
EDUCATION POSITION OR POLICY.

CE 008 933

Introduction

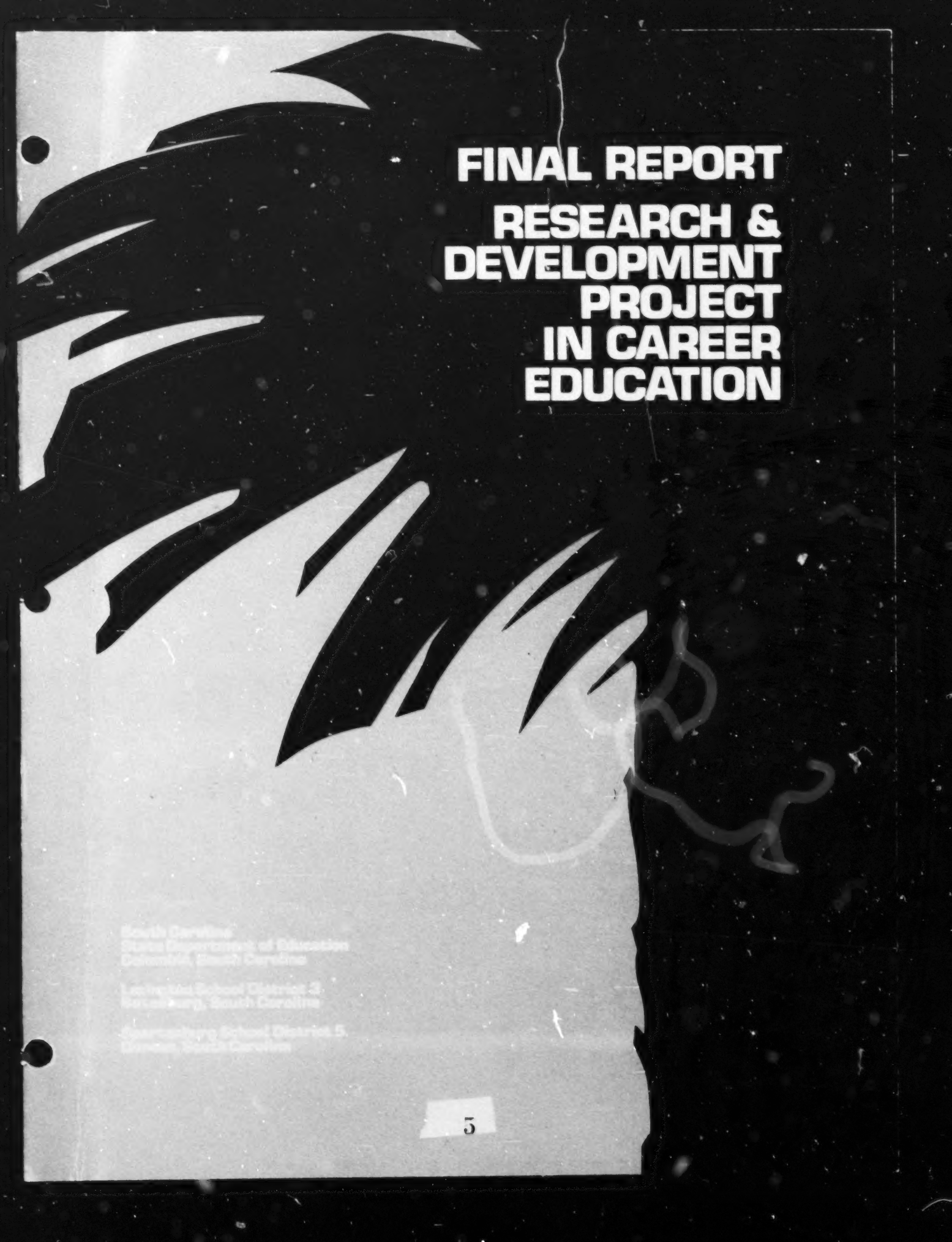
This report is divided into four major components. According to the reader's interest, he/she may select the component which best serves him/her.

The First Section presents an overall account of administrative and technical activities accomplished by the South Carolina Department of Education Career Education Office and the two Research and Development Projects in Career Education. It serves as a summarizing report.

The Second Section focuses on the activities of the State Career Education Office. It provides a more comprehensive account of that information cited in the first section.

Similarly, the third and fourth sections are detailed descriptions of the information which is presented in Section One and which relates to the two Research and Development Projects. These sections are written in the manner of "how-to" manuals. Section Three deals with Lexington School District Three, Batesburg-Leesville, South Carolina; Section Four highlights Spartanburg School District Five, Duncan, South Carolina.

SECTION ONE



FINAL REPORT RESEARCH & DEVELOPMENT PROJECT IN CAREER EDUCATION

South Carolina
State Department of Education
Columbia, South Carolina

Lexington School District 3
Lexington, South Carolina

Greenville School District 5
Greenville, South Carolina

**FINAL REPORT
OF
RESEARCH AND DEVELOPMENT PROJECT
IN
CAREER EDUCATION**

**Cyril B. Busbee
State Superintendent of Education**

**Charlie G. Williams
Deputy Superintendent of Instruction**

**South Carolina Department of Education
Office of Vocational Education
Columbia, South Carolina 29201**

In Cooperation With

**Vocational Education Media Center
Clemson University
Clemson, South Carolina 29631**

November 1974

L. L. Lewis, Project Director

M. Ellen Tollison, State Consultant for Career Education

J. McBride Crout, District Superintendent, Lexington School District Three

Leon F. Temples, District Project Director, Lexington School District Three

Arthur F. Grant, District Project Guidance Coordinator, Lexington School District Three

Grady E. Sanford, District Superintendent, Spartanburg School District Five

George O. Coan, Jr., District Project Director, Spartanburg School District Five

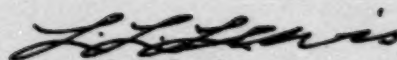
Doris F. Hughey, Secondary Coordinator of Career Education, Spartanburg School District Five

FINAL REPORT

**Project Number V361034L
Grant Number OEG-0-73-2999**

**Research and Development Project
in Career Education**

**Conducted Under
Part C of Public Law 90-576**



**L. L. Lewis
State of South Carolina
Department of Education
Office of Vocational Education
Rutledge Building
Columbia, South Carolina 29201**

FINAL REPORT

**Project Number V361034L
Grant Number OEG-0-73-2999**

**Research and Development Project
in Career Education**

**Conducted Under
Part C of Public Law 90-576**

The project reported herein was performed pursuant to a grant from the Bureau of Adult, Vocational, and Technical Education, Office of Education, U. S. Department of Health, Education, and Welfare. Grantees undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

**L. L. Lewis
State of South Carolina
Department of Education
Office of Vocational Education
Rutledge Building
Columbia, South Carolina 29201**

TABLE OF CONTENTS

	Page
I. Overview	1
II. Major Activities and Accomplishments	2
A. South Carolina Department of Education	2
B. Lexington School District Three	7
C. Spartanburg School District Five	8
III. Significant Findings and Events	9
A. South Carolina Department of Education	9
B. Lexington School District Three	10
C. Spartanburg School District Five	11
IV. Evaluation	11
V. Attachments	12

Research and Development Project in Career Education
South Carolina Department of Education
Lexington School District Three
Spartanburg School District Five
June 1, 1973 - November 30, 1974

I. OVERVIEW

On June 1, 1973, the South Carolina Department of Education received a grant from the U. S. Office of Education to plan and implement, in conjunction with Lexington School District Three and Spartanburg School District Five, a research and development project in career education. South Carolina's letter of assurance concerning the use of this funding available through Section 131 (a) of Part C of the Vocational Education Amendments of 1968 (Public Law 90-576) cited the following intention:

It is our intention to continue and expand our Research and Development Project in Career Education by continuing operation at our current project site and by initiating operation at a second project site. Both sites will provide opportunities for the development, demonstration, and testing of a Career Education model suitable for state-wide implementation. Our goal is eventual state-wide implementation.

Enclosed is a tentative draft of the State Department of Education's approach to Career Education. As you can see, we are attempting to guide our local educational agencies in developing their own Career Education programs. Our role is primarily one of providing support services. In order to provide adequate support services, we need strong program models such as those our Research and Development sites can provide.

Both sites will meet the same minimum criteria for a Career Education program and both will attempt to accomplish the same basic objectives. However, each site will develop its own detailed program in order to best meet its own needs and best complement its existing structure, resources, and programs. Our current project site will serve, in many respects, as a model to the second project site. At the same time, the current site will continue and expand its operation in order to provide a constantly improving model. The second site will provide an opportunity to test and demonstrate the effectiveness of adopting the first model's concepts to another site. It is not our intention that the second site be identical to the first; rather it will offer an example of the adaptability of the basic model.

Our proposal for this Research and Development effort in Career Education contains three components:

- (1) the continuation and expansion of the current Research and Development Project at the Lexington County School District Three site;
- (2) the initiation and adaptation of that basic project model at the Spartanburg County School District Five site;
- (3) the expansion of the State Department of Education's support services to all Career Education efforts throughout South Carolina.

Although the Lexington School District Three Project was originally funded in January 1972 and channeled through the South Carolina Department of Education, the U. S. Office of

Education extended its support to allow for effective conclusion of certain project activities. The Spartanburg School District Five project, however, was initiated in June 1973. Thus, this report will cover the last four months of the Lexington Project and the first eighteen months of the Spartanburg Project. In addition, the activities of the South Carolina Department of Education will be cited for the eighteen-month period.

The basic goal of the total project effort was to develop and implement a comprehensive program that incorporated the fundamental philosophy of career education and that had the potential for state-wide implementation. A second major goal was to provide, through this project, practical examples of career education programs in order to assist other school districts in assessing the worth of career education and in developing techniques in implementing such a program.

Although the development and planning of the project was shared among the South Carolina Department of Education, Lexington County School District Three, and Spartanburg County School District Five, the responsibility for implementing the planned project belonged to the local districts. An independent firm was hired to conduct an unbiased third party evaluation.

As planned, the career education effort was to be implemented through the existing curriculum by all teachers, kindergarten through high school. The particular methods used to accomplish this implementation and to achieve the objectives varied with each building's organization and each teaching group's particular style.

Within the district, the responsibility for coordinating the implementation was delegated to a career education staff. The director and his staff, under the direct supervision of the superintendent, worked with principals, teachers, and counselors in planning, preparing, and implementing learning activities.

The state educational agency provided a project coordinator, or consultant, to assist and support the local effort. The project coordinator also assumed responsibility for federal reporting, coordinating and evaluation, and disseminating information about the project on a state and national level. In addition, the coordinator represented and attempted to further career education within the State Department of Education.

As a result of these overall efforts, the project did involve all research site teachers in reaching their students in the pre-determined minimal educational activities. Within the eighteen months that this project has been in operation, there has also been a marked increase in the level of awareness of and interest in career education throughout the state and within the state educational agency. Although it is difficult to determine how much of this increase is directly attributable to this project, it would appear likely that the project did make a major contribution via the "mushrooming effect."

More apparent is the project's direct contribution to the State's conceptual knowledge of career education. As an end product of the operation, the South Carolina State Department of Education developed an inservice orientation package consisting of a programmed workbook, an ideas booklet, and a videotape. The State Agency now stands ready to serve as a coordinating, resource agency. The ultimate goal is to refocus or refine the State's educators' awareness of the tenets inherent in the career education concept.

II. MAJOR ACTIVITIES AND ACCOMPLISHMENTS

A. South Carolina Department of Education

1. The South Carolina State Department of Education assumed the administrative role for the 1973-74 Part C Program. Two sites were designated as pilot programs. The two site

locations were Lexington School District Three and Spartanburg School District Five; Part C, Vocational Amendments Act.

2. The State Department of Education assumed the role of a coordinating resource agency for all federally and locally funded projects in South Carolina.
3. Evaluation Design Conferences were held in Lexington School District Three and Spartanburg School District Five.
4. The Third Party Evaluation contract was negotiated and signed inhouse. Formal approval from the United States Office of Education was attained. Pre and post tests were administered. (IBEX, Durham, North Carolina)
5. All Part C staff participated in an initial meeting sponsored by the State Department of Education. The agenda consisted of the following items:
 - a. planning each district's Year's Activities Chart
 - b. clearly defining the separate roles of the state staff and the district staff
 - c. establishing budget procedures
 - d. discussing data collection and testing in the districts.
6. The State Department of Education Career Education Staff sponsored several state-wide career education meetings. Participating were all those persons involved in career education activities as well as guidance personnel from the State Department level. Sharing of ideas and problems was the focal point of the meetings.
7. Negotiation was made with the Director of the Office of Vocational Education, State Department of Education, to receive funds for costs incurred in the development of an inservice product to be distributed across the state.
8. Rapport was established between the State Department Guidance Consultants and the Career Education Consultant via informative open meetings. Hence, the Guidance Staff was able to offer valuable support and assistance. In addition, duplication of efforts was avoided, except when appropriate.
9. The Career Education Staff prepared a section of the State Department's new publication, *A Guide to Administering the Middle School*. The narrative contained a philosophical as well as practical explanation of those concepts being espoused by the career education program.
10. The Career Education Staff worked with a Federal Technical Assistance Team from the U. S. Office of Education. Their comments, derived from on-site visits of a research project and from discussion were favorable.
11. The Career Education Consultant had input into the planning of a Model Career Guidance Project to be implemented in South Carolina via federal funding.
12. Input was provided by the Career Education Staff into the South Carolina Department of Education's Five Year Plan. Specific strategies and activities related to the implementation of career education were cited.
13. The Career Education Consultant was appointed to the State Self Concept Committee and is participating in its effort to pool the available resources for improving measurably the self-concepts of South Carolina students.
14. The State Consultant participated in the National Instructional Television "Bread and Butterflies" Consortium. Fifteen fifteen-minute career education instructional films are the product of this endeavor.

15. The Program Officer of the Regional Office of USOE asked the State Career Education Consultant to participate in the year-end evaluation of South Carolina's Part D, Public Law 90-576, exemplary project. Two two-day on-site visits were made, culminating in the completion of rating sheets provided by the federal government.
16. The Career Education Office provided consultant service in the development of several Title III, Public Law 89-10, proposals.
17. Rutgers University prepared a financial breakdown survey of individual state career education expenditures (1972-73) for submission to Congress. The Career Education Consultant monitored the assembling of this information from South Carolina.
18. The State Consultant aided those local districts requesting a consultant for their independent career education efforts.
19. The Career Education Staff conferred individually and regularly with the two research project directors and staff. In addition, communication was maintained with one state exemplary project staff and the director of career education at the model school project. (Both of these two projects operate with federal funds.)
20. Research was assimilated and synthesized by the Career Education Consultant for the development of a state position paper. It was mailed to key figures in the area of career education for their reaction and input. Ultimately, it will be presented to the State Task Force on Career Education who will, when appropriate, submit it to the State Board of Education for approval.
21. A file was compiled of qualified persons to serve as consultants in career education endeavors across the state. It is accessible to any interested local school district personnel.
22. The Career Education Consultant met regularly with the Deputy Superintendent of Education, Division of Instruction, providing him with a summary of the status of the research projects within the state. He, in turn, provided input from an administrative viewpoint, i.e., from one whose position allows him to grasp an overview of the entire state's instructional needs.
23. A response was made to the inquiries from several publishing firms requesting a synopsis of career education in South Carolina.
24. The Career Education Consultant participated in the planning session held by the staff associated with the Appalachian Guidance Institute on Career Development.
25. The State Consultant met with the Lexington School District Three superintendent and project staff regarding the most productive approaches to terminating the formal project. Plans were made for the Guidance Coordinator to write an informational, "how to" document for future use with other school districts. The State Consultant met regularly with the author and the two persons conferred on difficult areas. The document was printed by the Media Center of the Office of Vocational Education for dissemination.
26. The State Consultant attended the General Electric Guidance Institute hosted by the University of South Carolina for counselors within the southeastern region. A copy of the programmed workbook which was developed within the state, *Career Development*, was given to each of the participants.
27. A representative from the Textile Chemistry Department of Clemson University met with the State Career Education Consultant and presented his plans to assist any interested school. A schedule was made cooperatively and many districts participated in the university's program.

28. The State staff composed written responses to those companies contracted by USOE to gather information concerning career education activities being conducted across the nation. In addition, telephone interviews were necessary in several cases.
29. The State Career Education Consultant formalized plans for sessions to be conducted for twenty of the state's districts. In addition, assistance was and continues to be provided via speaking, consulting, loaning of materials, or reviewing position papers, to other interested districts not designated as target areas.
30. A narrative on career education was submitted for inclusion in the *Annual Superintendent's Report*.
31. Material was prepared and sent for display at the Regional Meeting of the Part D Exemplary Project Staff members. The Richland School District Two Career Education Staff provided the State Office with information regarding the major highlights of that meeting.
32. An agreement was made with the Office of Instructional Television regarding the use of closed-circuit television for the presentation of inservice sessions. Twenty districts were offered this service.
33. The State Consultant submitted input for the future plans of the Spartanburg School District Five Career Education Project. These suggestions included the following activities: (1) use of group guidance; (2) establishment of placement and follow-up capabilities; (3) continued classroom implementation; (4) preparation of a brochure describing the project; (5) production of a "how to" document to be completed June 1975; (6) unit (interdisciplinary) planning meeting.
34. The State Consultant attended a National Conference of State Coordinators of Career Education sponsored by the Council of Chief State School Officers. Active communication continues between the Consultant and the group, e.g., correspondence as well as attendance at a planning session for future conferences.
35. The State Career Education Staff and the guidance and counseling personnel of the University of South Carolina met on several occasions. Ideas continue to be exchanged.
36. The State Consultant made a presentation to several graduate education classes at the University of South Carolina.
37. The Project VIEW staff of the State Department of Education invited the State Consultant to participate in their regional workshops.
38. The Appalachian Council of Governments Education Committee requested the input of the State Consultant with the writing of a career education proposal for the six counties in the Appalachian area. Recommendations were made. A continued working relationship exists.
39. The State Consultant met on an informal basis with several of the general education consultants regarding their role in career education.
40. A search of the ERIC files was made in order to assimilate ideas for incorporating career education into the regular curriculum.
41. A file was compiled of the twenty districts designated by the State Department of Education to receive inservice training. It shows the current status and progress of the districts as far as career education activities are concerned. (Included in this file also are those districts who initiated their own request for assistance.)

42. The State Consultant attended the National Conference for State Coordinators of Career Education, the first of its kind to be sponsored by the United States Office of Education. Dr. Kenneth Hoyt, Associate Commissioner for Career Education, hosted and moderated this meeting.
43. An invitation was issued the State Consultant to address the South Carolina Vocational Guidance Association Convention.
44. The State Consultant participated in the Leadership Training Workshop for utilization of "Bread and Butterflies," an instructional television series.
45. The State Consultant participated in an interview on the Educational Television Network's "Newsroom."
46. The State Consultant met with educational representatives of commercial firms and secured materials for display at the State Office Building. Interested South Carolina educators were loaned these materials from the resource room. Each of these persons met with the State Consultant in order to glean an overview of the philosophy being espoused by the State Department of Education.
47. The State Consultant with the input of the University of South Carolina guidance personnel and the staff of the federally funded career education projects operating within the state developed and used an inservice package of orientation materials. These materials include:
 - a. a programmed workbook which is designed to give a teacher/administrator audience a conceptual understanding of the tenets inherent in a career education program;
 - b. a videotape which was filmed candidly in two fourth-grade classrooms in one of the research projects (It depicts the seven elements of a career education program as outlined by the State Department of Education: (1) self knowledge; (2) decision making; (3) career awareness; (4) economic awareness; (5) educational awareness; (6) social awareness; (7) attitudes and appreciations.);
 - c. an ideas booklet which offers suggestions for classroom activities. (A pocket on the inside of the back cover provides a place to collect new ideas as the teacher discovers them.)
48. A letter offering Public Law 90-576, Part D, Section 142 (b) (2), funds to develop a model project was written to Spartanburg School District Five; as a result, an agreement was signed for December 1, 1974 through June 30, 1975.
49. The Career Education Staff met with the Third Party Evaluator and discussed the conclusions which could be drawn from his report. Next the staff and evaluator traveled to the two research projects, delivering the reports and explaining the contents.
50. A presentation of the "State of the Art of Career Education in South Carolina" was given to the State Board of Education by the State Consultant.
51. The State Superintendent of Education mailed letters of announcement to twenty target districts regarding fall inservice sessions on career education. He encouraged the districts to take full advantage of this provision as he supported the philosophy being espoused by the Career Education Section. The responses from these target areas continue as does the interest of districts outside the target area who requested assistance.
52. Responses were made to those inquiries from other states requesting a synopsis of career education activities in South Carolina.

B. Lexington School District Three

1. An initial meeting was held for school principals, district superintendents, state department personnel and project staff. Items discussed were: problem areas, program objectives, and an approach to formulating unit format. In addition, plans were made to hold workshops for school area grade chairmen to determine a systematic approach to their unit format. As a result of this meeting, a unit format was developed which was to be presented along with explanatory information to grade chairmen.
2. The unit format was developed with these areas of emphasis: self-knowledge, decision-making, importance of work, economics, and careers. Fifteen cluster areas and the grades in which they were to be covered were assigned. (See Attachment A.)
3. Inservice training was held for teachers.
4. The schedule for regular staff visits was arranged.
5. Supplementary exploration activities were planned for the secondary school.
6. The principals and district staff met to resolve concerns about field trips, a problem brought about by the energy crisis.
7. A meeting was held with principals to establish a design for testing procedures to be carried out by the Third Party Evaluator, IBEX of Durham, North Carolina.
8. A district level internal evaluation system was planned and implemented.
9. Articles related to career education activities were regularly submitted to the local newspaper.
10. The staff met with a representative from the South Carolina Employment Security Commission to arrange possible jobs for five high school students. Of this group, three were placed, although all were offered employment.
11. The project staff met to outline plans for senior class "On the Job Experience Day Program." Dates were set in collaboration with the high school principal.
12. A special convocation for high school juniors and seniors was held related to career possibilities in technical fields requiring two years of technical school training.
13. The staff was host for a state meeting of career education personnel.
14. The Project Director met with the District Superintendent of Schools to discuss specific plans for the 1974-75 Career Education Project. Federal funds were terminated in November 1974.
15. The Project Director met with the State Career Education Consultant to review results of a previous meeting with the District Superintendent. (See item No. 14.) During this session, tentative plans for staffing and funding of the 1974-75 Career Education program were discussed.
16. Community involvement in local career education activities remained a major effort. Thirty resource speakers gave their time to the classroom and thirteen field trips were taken.
17. The Project Director reviewed with the State Consultant the inservice videotape filmed in Spartanburg School District Five. Suggestions for editing were offered.

18. The local staff met with the Third Party Evaluator to discuss the results of the evaluation.
19. Formal planning sessions were held focusing on modes of continuation of the research project.
20. Informal discussions were conducted on a one-to-one basis between project staff and school principals regarding those successful activities which should be maintained upon termination of federal funds in November.
21. Plans were outlined for the writing of an informal "how to" (implementation) document to be completed November 30, 1974. Input was provided by all those who had been involved with the activities of the research project.

C. Spartanburg School District Five

1. A general program outline was developed which included product process as well as project goals, dimension, and stratagem. (See Attachment B.)
2. An activity format using the objective areas of "careers," "self knowledge," "free enterprise," and "decision-making" was developed. (See Attachment C.)
3. Career education activities were planned and implemented by teachers representing all schools in the district.
4. The staff scheduled individual planning conferences with teachers in all schools.
5. Purchases were made of some major materials and supplies.
6. A make-up workshop was held for those teachers unable to attend the summer sessions.
7. Dr. Hugh Peck, the third party evaluator from IBEX, met August 28, 1973, with the District Five school principals and career education staff to determine the method of evaluating the program.
8. The District Five Career Education staff and all counselors from both the junior and senior high schools attended the conference on career education sponsored jointly by the Pupil, Personnel, and Guidance Association and the South Carolina Guidance Association September 28-29, 1973.
9. The District Five Career Education staff contacted directors of related programs in this area and made plans to work closely with them.
10. Articles and pictures of students participating in career activities were submitted to local newspapers.
11. The use of resource people in the classrooms was increased to compensate for the absence of field trips caused by the energy crisis.
12. The staff was host for a state meeting of career education personnel.
13. Frank Cook, principal of a local elementary school, visited Pinellas County, Florida's career education program.
14. The Secondary Coordinator and two guidance counselors completed a course in career education offered by Clemson University Extension.

15. The local career education staff wrote and submitted a proposal for continuing and expanding the Research and Development Project in Career Education for an additional seven-month period. The project was initiated in June 1973 through Section 131 (a) of Part C of the Vocational Amendments of 1968 (Public Law 90-576). On June 17, 1974, the local superintendent received notification of funding to be provided the career education program for the period of December 1, 1974 through June 30, 1975. Funds were secured through the state portion of Public Law 90-576, Part D, Section 142 (b) (2).
16. The local staff developed a new activity form for teachers to use in planning career education activities. (See Attachment D.)
17. The local staff met with the Third Party Evaluator who explained the results of the third-party tests.
18. One major effort was "On-the-Job" experience by a number of students at the high school. In one activity eleven area businesses cooperated in providing hands-on job experience for fifteen students. Another activity involved eight students working every day for one week at a bank. (See Attachment E.)
19. The Project Coordinator, Secondary Coordinator, and the Superintendent of Schools reviewed the inservice videotape filmed in two of their fourth-grade classrooms. Suggestions for editing were offered.
20. The project staff held conferences with each principal during the month of June for evaluation of the 1973-74 career education program and for planning for 1974-75. Using staff evaluation of the career education program for 1973-74, the project staff made revisions and plans for 1974-75. (See Attachment F.)
21. A catalog of local resources for use in teachers' planning was completed.
22. Classroom activities used by the teachers participating in the career education program in 1973-74 were compiled into three booklets, i.e., elementary, middle and high school levels. These are being used as guides by local teachers for planning in 1974-75 as well as for dissemination to other school systems.
23. A brochure describing the Spartanburg District Five Career Education Program was prepared.
24. Completion of a new middle school during the summer provided facilities conducive to the expansion of the career education program.
25. The career education staff planned a calendar of events for 1974-75 school year. (See Attachment G.)

III. SIGNIFICANT FINDINGS AND EVENTS

A. State Department of Education

1. Each pilot district willingly and adeptly assumed the responsibility for its own activities. Thus, the State Department staff was able to devote more time to management activities, specifically acting as a resource, coordinating agency.
2. The concept of career education has gradually become more familiar to the South Carolina educator. Evidence of this mushrooming-type effect taking place can be seen in the increased number of letters and telephone calls of inquiry and the number of invitations to speak or participate in educational meetings and inservice sessions.

3. The concept of career education cannot survive in South Carolina unless full support is given it from the decision-making personnel. For example, individual districts which are being assisted in the implementation phase by administrators are voicing more favorable results than those who are operating without this support.
4. The State Consultant learned from the Office of Instructional Television that career education inservice workshops can be accomplished via closed-circuit television.
5. For the first time the plans/goals of the Career Education staff were included in the State Department of Education Five-Year Plan.
6. At the National Career Education Conference the State Consultant was given the opportunity to hear, read, study and criticize the position paper on career education which was recently drafted. Interesting and encouraging was the fact that the premise under which South Carolina's staff is operating coincides with Washington's interpretation.
7. An increased number of referrals was made to the Career Education office by State Department of Education personnel. It is assumed that a more lucid understanding of the office's function is being permeated throughout the Department than has been experienced in the past.
8. Upon termination of federal funds in November 1974, the State Department of Education decision-making personnel supported career education efforts by granting state money for the development of a model project in Spartanburg School District Five.
9. After attending the National Career Education Conference and making contacts with key figures, the State Consultant has received, rather regularly, valuable information from these persons. Prior to this meeting, the flow of information came primarily from commercial sources.
10. The State Department of Education decision-making personnel supported career education efforts by endorsing to local school district superintendents a career education inservice workshop which was initiated with twenty target districts.

B. Lexington School District Three

1. Staff visits to individual classrooms were increased; this action helped clarify misconceptions relating to unit planning, concept, implementation, and general expectations.
2. A publicity format was devised; it proved useful in determining how career units were actually implemented in the classroom. In addition, it helped to improve the overall publicity effort to the public.
3. The State Department of Education Career Education staff met with teachers to discuss their evaluation of this year's career education program.
4. Students of the senior class completed application forms for the "On-the-Job Experience Program." Of the one hundred and thirty (130) students enrolled, seventy-five (75) pupils returned application blanks.
5. Some teachers at both the high school and elementary levels have expressed concern for identifying and continuing positive aspects of the career education concept (with or without the aid of project staff) in future years.

6. A fire at the middle school destroyed the "Hands-On Program."

C. Spartanburg School District Five

1. Approximately two hundred (200) teachers of District Five Schools were involved in career education activities.
2. One hundred and nineteen (119) field trips relating to career education activities were made.
3. A large number of resource persons were brought into classrooms as part of career education activities.
4. Nine-week career orientation courses were a base for successful activities.
5. Individual planning conferences between staff members and teachers proved to be successful in generating activities.
6. Having gained greater familiarity with the career education concept, teachers showed more initiative in planning activities and securing their own materials.
7. Although the field trips are of value, it was found that the program was not significantly hampered by their omission during the energy crisis.
8. In ordering materials for teachers at the various schools, the need was realized for a media center to avoid duplication and needless expense.
9. It was found that increased involvement by librarians can be an effective means of helping teachers plan and aid with career education activities.
10. A significant event was a trip to Columbia to tour the Educational Television studio by the two fourth-grade classes involved in the ETV filming of an inservice videotape. While there, they were also able to tour the State House and surrounding area.
11. An evaluation form was administered to the students involved in the "On-the-Job Experience" activity. Results from the students involved in working a week in the bank can be found in Attachment H.
12. The responses of teachers and principals to the initial phase of the career education program was a healthy one. As the program developed, however, the staff realized the need for more of the District Career Education staff time to be spent in the total program development with more responsibility for individual planning in each school to be assumed by the principal and the teachers.
13. In order to realize maximum benefit, the project staff identified the need for giving teachers a planning guide to use in scheduling resource speakers and field trips.

IV. EVALUATION

IBEX, an independent firm located in Durham, North Carolina, was hired by the South Carolina Department of Education to serve as the third party evaluator for the two research and development project sites in career education. A design conference was held with each of the project staffs in order to ascertain how to most efficiently employ this information-based evaluation. Dr. Hugh Peck of IBEX was the liaison between the project and IBEX.

Copies of the results of the pre and post tests involved in the evaluation are included. At the beginning of each is a section which presents an executive summary as well as professional recommendations.

See Attachment I for the results of the evaluation of Lexington School District Three.

See Attachment J for the results of the evaluation of Spartanburg School District Five.

V. ATTACHMENTS

ATTACHMENT A

Batesburg-Leesville Schools
Lexington District Three

Teacher _____

Date from _____ to _____

Subject _____

Grade _____

Goals of Career Education	Unit objectives: What do I want the students to know?	Activities: What methods do I use to teach this/ these concepts	Evaluation: Was I Successful?
Self-knowledge			
Develop decision making skills			
Awareness of the social and personal impor- tance of work			
Awareness of the economic import- ance of work			
Awareness of careers and occupational skills			

Self-knowledge

- To understand the rights and responsibilities of the individual at home and at school.
- To know the importance of "self" as an individual and as a worthy member of groups.
- To help student realize his need to acquire basic educational skills.
- To help student become aware of his interests.
- To develop the student's awareness of his personal values and how they relate to his life choices.
- To be aware of his own capabilities and limitations.
- To apply self awareness in making realistic life choices.

Develop Decision Making Skills

- To become aware of cause and effect in making decisions.
- To become aware of the consequences of personal decision-making.
- To be able to analyze alternatives to problems and express them.
- To realize the need for goals in making decision about life plans.
- To apply decision-making process to home, social, and school related problems.
- To apply the decision-making process to the study and selection of careers.
- To be aware that career decisions are flexible at the expense of time, effort, and money.

Awareness of the Social and Personal Importance of Work

- To understand the importance of each individual in the function of the home.
- To learn to appreciate all individuals in the school and social settings.
- To be aware of the importance of getting along with other people.
- To appreciate all forms of human endeavor and work.
- To realize the importance of the contribution that each member makes to the community.
- To understand the impact of work in one's life and the resulting need to make a meaningful career choice.

Awareness of the Economic Importance of Work

- To be aware of the exchange of goods and service.
- To understand our monetary system.
- To understand the process of production and distribution of goods and services.
- To be aware of the law of supply and demand.
- To understand that specialization creates an interdependent society.
- To understand the economic potentials and costs related to careers and career choices.
- To be able to project the economic implications of career decisions to future life-style.
- To understand the relationship of legal and financial considerations to specific clusters and personal and family matters.

Awareness of Careers and Occupational Skills

- To know the jobs of home members and school personnel.
- To gain a knowledge of jobs necessary to maintain the community and their dependency on each other.
- To identify different tools and skills for different jobs.
- To recognize abilities and skills required for various careers.
- To match individual abilities and interests with skills and processes needed in career clusters.
- To develop skills basic to the chosen career cluster.

ATTACHMENT B

GENERAL PROGRAM OUTLINE

We will give students guidance, counseling, and instruction on career choices available. It will not demand a permanent bondage to any one career, rather it will reveal to the students the wide range of occupational options they have and help them develop more positive attitudes toward work.

Plans Call For:

- A. Inservice training for principals, guidance counselors and district office staff.
- B. Inservice training for all teachers.
- C. Development of materials.
- D. Student Involvement
 - 1. Kindergarten - 6
All teachers will be involved in developing activities relating to career awareness.
 - 2. Grades 7-12
Teachers of English, Social Studies, Math and Science will develop activities relating to careers and their subject area. These may be large joint activities.

Other teachers will be involved with more technical specialized training regarding careers in their particular fields.
- E. Evaluation will be a continuous on-going part of all activities.

I. Project Goals

- A. To orient the Spartanburg School District Five Staff to the basic concept of Career Education.**
- B. To develop a Career Education Program in Spartanburg School District Five that is worthy of transporting to other districts throughout South Carolina.**
- C. To demonstrate the effectiveness of Career Education as measured by the achievement of stated objectives.**
- D. To develop materials which may be used by other districts in implementing Career Education Programs.**

II. Definitions

- A. Product Objectives: Student outcomes to be achieved as a result of the Career Education Program.**
- B. Process Objectives: Educational activities for achieving student outcomes.**

III. PROGRAM OBJECTIVES

A. Grades 1-6 Component

1. Product Objectives

Each student will:

- a. have a knowledge and understanding of the economic, social and personal importance of work.
- b. understand the range, nature, and relatedness of occupations in each of the career groups and in the specific occupational clusters covered.
- c. show an awareness of the need for basic educational skills in the world of work.
- d. know and practice the desirable habits and attitudes that are needed in the world of work.
- e. practice decision making and simulate career selection.
- f. demonstrate a positive self-image and attitude towards others.
- g. have an awareness of his interest.

A. Grades 1-6 Component - Continued

2. Process Objectives

- a. Teachers will develop career education activities for use during the 1972-73 school year, that:
 1. will be integrated with all subject matter to emphasize the relationship of and need for basic skills in the world of work.
 2. will provide methods to emphasize desirable habits and attitudes for life and work.
 3. will provide individual and group activities that enhance occupational aspirations, student concept of self, and student ability to get along with others.
 4. will provide each student the opportunity to participate in activities for the evaluation of career interests and aptitudes.
 5. will incorporate extensive use of audio-visual materials in career education.
 6. will provide methods for students to plan parts of each activity and if applicable simulate a career choice related to each activity.
 7. will provide community involvement, methods to take students into the working world.
- b. Teachers will evaluate each activity with regard to instructional techniques and process activities in relation to their effectiveness in producing established product objectives.

B. Grades 7-8 Component

1. Product Objectives

Each student will:

- a. have a knowledge and understanding of the economic, social, and personal importance of work.
- b. understand the range, nature, and relatedness of occupations in specific occupational clusters covered during the year.
- c. understand the need for basic educational skills in the world of work.
- d. know and practice the desirable habits and attitudes that are needed in the world of work.
- e. practice decision making and narrow career choices.
- f. demonstrate a positive self-image and attitude toward others.
- g. have a knowledge and understanding of his interests, abilities, values, and needs.
- h. base his career choice (s) on his knowledge and understanding of his interests, abilities, values, and needs.
- i. have a basic understanding of the consequences of his career choice (s).

B. Grades 7-8 Component Continued

2. Process Objectives

- a. Teachers will develop career education activities for use during the 1972-73 school year, that:
 - 1. will provide for the exploration of all occupational clusters at the 7th and 8th grade level and will relate basic subject matter to each cluster studied.
 - 2. will focus upon the need for basic skills in the world of work.
 - 3. will provide methods for students to learn desirable habits and attitudes for life and work.
 - 4. will provide methods for students to practice decision making and narrow career choices.
 - 5. will provide individual and group activities that enhance occupational aspirations, student self-concept and the ability to get along with others.
 - 6. will provide methods for students to explore and assess their interests, abilities, values, and needs, and apply this knowledge in narrowing career choices.
- b. Teachers will evaluate each activity with regard to the effectiveness of instructional techniques and process activities in producing established product objectives.
- c. Teachers will relate course material to career preparation and the world of work.

C. Grades 9-12 Component

1. Product Objectives

Each student will:

- a. have a knowledge and understanding of the economic, social, and personal significance of work.
- b. understand the range, nature, and relatedness of all work.
- c. understand the need for basic educational skills in the world of work.
- d. know and practice the desirable habits and attitudes that are needed in the world of work.
- e. demonstrate a positive self-image and attitude toward others.
- f. have a knowledge and understanding of his interests, abilities, values, and needs.
- g. base his career choice (s) on his knowledge and understanding of his interests, abilities, values, and needs.
- h. have a basic understanding of the consequences of his career choice (s).
- i. narrow his career choices and make a decision between a vocational or college preparatory program.
- j. plan an educational program appropriate for his career choice.
- k. be placed in a job or a higher education program following termination from school.

C. Grades 9-12 Component Continued

2. Process Objectives

- a. Teachers will relate course material to career preparation and the world of work.
- b. Teachers will develop career education themes for individual projects, that:
 - 1. will provide for in-depth exploration of chosen occupational clusters.
 - 2. will provide for group activities that illustrate the range, nature, and relatedness of all work.
 - 3. will focus upon the need for basic skills in the world of work.
 - 4. will provide an opportunity to learn the desirable habits and attitudes for chosen careers.
 - 5. will allow students to explore their feelings about themselves and others and to relate these feelings to their total life plans.
 - 6. will allow students to explore chosen careers in terms of their own interests, abilities, needs and values.
 - 7. will allow students to learn the consequences of their career choices.
- c. Teachers will evaluate each project, with regard to the effectiveness of themes, instructional techniques, and process activities in producing established product objectives.
- d. Guidance personnel will develop and operate an intensive career guidance course for 9th and 10th graders.
- e. Guidance personnel will develop and implement career guidance techniques for those 11th and 12th graders who need assistance in choosing a career and planning for it.
- f. Project staff will attempt to provide opportunities for students to explore their chosen careers outside the school setting.
- g. Project staff and guidance personnel will attempt to provide for the placement (employment or program of further education) of students leaving high school.

D. Special Education

1. Product Objectives

- a. The product objectives applicable to each individual student in the special education sub-component are the same as the product objectives for the appropriate grade level component.

2. Process Objectives

- a. Teachers will provide individual activities that will accomplish the appropriate component product objectives and that will provide basic skill training in specific appropriate occupations.

ATTACHMENT C

RESEARCH AND DEVELOPMENT PROJECT IN CAREER EDUCATION

SPARTANBURG SCHOOL DISTRICT FIVE

Grade Level _____

Content _____

Cluster _____

Dates of Activity _____

Areas to be Covered in the Activity

Careers Self Knowledge Free Enterprise Decision Making

Prepared by _____

School _____

Outline or Format of Career Education Activity

1. What subject concept or educational concept is being taught?

2. Where is this concept being used? _____

	(Objectives)	(Methods)
Careers	3a. What do you want the student to know?	How will you relate your concept to careers
Self Knowledge	b. What do you want the student to know?	How will you relate your concept to Self Knowledge?

Free Enterprise	(Objectives) c. What do you want the student to know?	(Methods) How will you relate your concept to Free Enterprise?
	d. What do you want the student to know?	How will you relate your concept to the Decision-Making Process?
Decision-Making		

4. Materials Needed:

5. Evaluation: What are the strengths and weaknesses of your activity? If a field trip was taken and/or resource person used, please explain the effectiveness or shortcomings of each.

RESEARCH AND DEVELOPMENT PROJECT IN CAREER EDUCATION

SPARTANBURG SCHOOL DISTRICT FIVE

CAREERS

There are many career options available.

Different talents and skills are needed for different jobs.

There are advantages and disadvantages to all careers.

Different careers have different working conditions.

Different careers have different resulting life-style.

Certain educational skills are important in all careers.

A career decision should be made after on-the-job or simulated experiences (first-hand, workable, knowledge).

A career decision requires certain types of specialized preparation.

SELF-KNOWLEDGE

There is dignity and worth in all people and in all careers.

Getting along together in working situations is important.

Personal attitudes and interests need to be recognized and understood.

Understanding one's own limitations and assets is necessary.

It is important to develop good work habits.

FREE ENTERPRISE

There is economic, social and personal significance in work.

Our personal lives depend upon the work done by a variety of people.

All jobs are dependent upon other jobs.

Our economy involves certain basic principles like capitalism, supply and demand, taxes, money exchange, etc.

DECISION MAKING PROCESS

Four steps are involved in decision making:

define the problem or situation;

consider all alternatives and their consequences;

select the best alternative;

implement the choice.

ATTACHMENT D

ACTIVITY PLAN SHEET
SPARTANBURG SCHOOL DISTRICT FIVE

Teacher _____	Subject _____
School _____	Beginning Date _____
Grade _____	Completion Date _____
Areas to be Covered in Activity: <u>Circle</u> Careers Self Knowledge Free Enterprise Decision Making	
Description or Purpose:	
Objectives (refer to four major areas above):	
Activities:	
Materials and/or Resources Needed:	
Evaluation: List strengths and weaknesses of your activity.	

RESEARCH AND DEVELOPMENT PROJECT
in
CAREER EDUCATION

Grade Level _____

Content Area _____

Dates of Activity _____

Prepared By _____

School _____

Areas to be covered in the activity: circle

Careers

Self Knowledge

Free Enterprise

Decision Making

Description:

Objectives:

Activities:

Materials Needed:

Evaluation:

ATTACHMENT E

Area Business Offices Aid Career Education

Eleven area business offices cooperated with the career education staff of Spartanburg District Five Schools in providing hand-on job experience for fifteen students from Byrnes High School, Wednesday, April 10, 1974. Each student worked in one of the offices for the entire business day and assumed all of the responsibilities for the position she filled. The work day was one phase of career education in District Five Schools which is aimed toward promoting job awareness among students.

The response to the career education effort has been very enthusiastic. Approximately 300 businesses and industries are cooperating with the schools. In the April work-day program, the following students and businesses were involved: Denise Ballenger worked in the personnel office at Olympia Knitting Mills; Susan Skinner worked at Mary Black Memorial Hospital; Joan Bryant was at Byrnes High School Office; Phyllis Ann Sawkins at the Bank of Greer; Linda Drummond worked for Dr. T. R. Machen in Lyman; Vennis Taylor in the personnel office at Cryovac; Barbara Snow for Dr. David Coley at Greer; Cathy Barnwell at Spartanburg General Hospital; Shelia Watkins and Lynn Hyatt worked in the personnel office of Lyman Printing and Finishing Company; and Arlene Collins worked at WCKI Radio Station in Greer.

ATTACHMENT F

The following items were discussed and approved by all principals to incorporate into the career education program for 1974-1975.

1. Publish periodically a newsletter of activities taking place at the different schools.
2. Make for teachers a list of questions or suggestions of things for students to find out on field trips or from resource people.
3. On requesting field trips next year teachers will turn in their activity plan sheet along with their field trip request form. After the activity the plan sheet will be returned to complete the evaluation.
4. Career education mailboxes at each school will be checked once a week for activities, request, etc... Written confirmation on any contacts made will be sent to the teacher within two or three days.
5. Regular scheduled meetings will be set up with each principal to discuss what is taking place in their school.
6. Will make a list for teachers of all activities in the SRA and DUSO kits.
7. Regular scheduled visits at each school once or twice each month at which time each teacher will be responsible for seeing us.
8. Career concept sheet, procedure sheet and other important materials will be placed in the back of each teachers attendance register for easy reference.
9. Mobile display of pictures showing activities will be circulated to each school.

ATTACHMENT G

PLANS FOR CONTINUATION OF CAREER EDUCATION DEVELOPMENT PROGRAM
SPARTANBURG SCHOOL DISTRICT FIVE
DECEMBER - JUNE

	<u>December</u>	<u>January</u>	<u>February</u>
Coordinate all activities with Career Education Staff involvement.	Assess and revise staff roles Assess and revise staff work schedules.		
I. Continue coordination with principals.	Establish regular sessions for planning with principals.	Reinforce coordination with instructional leaders.	
II. Continue training and assistance of teachers.	Complete orientation for new teachers. Plan for individual sessions with teachers. Plan for interdepartmental exchange of ideas. Continue securing and cataloging materials for classroom use.	Update professional career education library. Place bulletin board information of activities in each school.	Supplement available materials listing plan for publication of newsletter of activities for teachers. Plan for distribution of materials and ideas from other career education projects to teachers.
III. Coordinate Counselors activities with Career Education.	Plan group career guidance sessions in high school with counselors.	Assess methods of student feedback.	Plan activities to acquaint tenth and eleventh grade students with vocational school opportunities. Plan sessions in Junior High to assess student needs.
IV. Establish coordination with librarians.	Plan for sessions with librarians to update career materials for students.	Plan with librarians methods of initiating student involvement.	Plan with librarians methods of acquainting teachers with available materials.

December

January

February

- V. Plan for continuation of community involvement.

[Plan for field trips to local businesses and industries by guidance personnel and teachers.

[Enlist additional businesses and industries to cooperate in the program.

[Supplement community resource catalog.

- VI. Continue dissemination activities.

[Complete booklet of activities designed and implemented by teachers in 1973-74.

[Continue to publicize career education activities by local media.

[Develop a general project brochure.

[Plan procedures for visitors.

March

April

May

- Coordinate all activities with Career Education Staff involvement.

Make plans for continuing project.

- I. Continue coordination with principals.

[provide principals with data on activities pertaining to schools.

[Assess 1974-1975 school year with each individual principal.

- II. Continue training and assistance of teachers.

[Arrange for further in-service for teachers.

[Plan for individual teacher assessment of 1974-75 school year.

- III. Coordinate counselor's activities with career education.

[Assess and revise mini courses offered in ninth and tenth grade. Assess pre-vocational courses at the middle school.

[Arrange activities to acquaint seniors with post high school opportunities at technical colleges, area businesses, service opportunities, etc. Plan survey of 1974-75 Senior's plans.

[Plan follow-up survey of 1974-75 Seniors.

March

April

May

V. Plan for continuation
of community involvement

Plan to express appreciation
to business and industries
cooperating in the program.

VI. Continue dissemination
activities.

53

ATTACHMENT H

RESEARCH AND DEVELOPMENT PROJECT
in
CAREER EDUCATION

Grade Level first grade

Content Area Science and Public Services

Dates of Activity May 10, 1974

Prepared by Wellford Primary First Grade Teachers - Beders, Buchheit,

School Wellford Primary Stribling

Areas to be covered in the activity: circle

Careers

Self Knowledge

Free Enterprise

Decision Making

Description: To familiarize the children with the various jobs available at the zoo and the library. Also, our trip to the zoo would introduce the children to the different animals in the zoo and their care. The trip to the library would acquaint the children with the public library and the services provided by library personnel. Finally, the field trip will make the children aware of the dignity and worth of all people and careers.

- Objectives:
1. To show that there are many career options available.
 2. To show that different talents and skills are needed for different jobs.
 3. To show the advantages and disadvantages in different careers.
 4. To show the different kinds of animals.
 5. To show the services offered by the public library.

- Activities:
1. Field trip to the zoo and public library
 2. Access to books relating to the zoo and the library
 3. Films
 4. Film strips
 5. Pictures
 6. Role Playing
 7. Art work
 8. Discussion

RESEARCH AND DEVELOPMENT PROJECT
in
CAREER EDUCATION

Grade Level Third grade

Content Area Social Studies, Health, and Science

Dates of Activity January and February, 1974

Prepared by Mrs. D. Smith

School Wellford Primary

Areas to be covered in the activity: circle

Careers

Self Knowledge

Free Enterprise

Decision Making

- Purpose: 1. To study one means of linking communities to the world.
2. To learn proper use of telephone and its importance in time of emergencies.

Objectives:

1. To learn about the lineman as a career possibility.
2. To learn skills necessary for such a career, such as, use of tools, electricity, driving of trucks, neatness and orderliness of trucks, etc.

Activities: Films and filmstrips

Books - both text and library

English - How to use the telephone

Art

Resource person - lineman from Southern Bell

Posters and charts

Used telephones from Southern Bell

RESEARCH AND DEVELOPMENT PROJECT
in
CAREER EDUCATION

Grade Level Fourth - Resources

Content Area Reading and Language Arts

Dates of Activity March 11, 1974

Prepared by Belinda Walker

School Wellford Intermediate

Areas to be Covered in the activity: circle

Careers

Self Knowledge

Free Enterprise

Decision Making

Description: To acquaint students with the process that dairy products go through before reaching the consumer and to acquaint them with related jobs.

- Objectives:
1. To show children how dairy products are processed.
 2. To show children that most jobs are dependent on someone else.
 3. To show children the importance of being able to read for related careers.
 4. To make students aware that every job in milk processing is important.

- Activities:
1. Film to introduce processing.
 2. Read book: Let's Go To a Dairy.
 3. Talk about milk cycle.
 4. Draw pictures to make sure they understand and remember milk cycle.
 5. Trip to dairy farm and Pet Processing Plant.
 6. Make butter from whole milk.
 7. Discuss and find pictures of dairy products.
 8. Discuss careers.
 9. Pretend you are working on one of these jobs; write a story telling what you do one day.

RESEARCH AND DEVELOPMENT PROJECT
in
CAREER EDUCATION

Grade Level Fifth

Content Area Health - Foods

Dates of Activity February 25-March 14

Prepared by Dixie Turner

School Wellford Intermediate

Areas to be covered in the activity: circle

Careers

Self Knowledge

Free Enterprise

Decision Making

Description: To make children aware of career opportunities related to food and the importance of food to their bodies and minds.

Objectives: The child will be able to plan a well-balanced meal, tell how the government helps to protect the food consumer, describe how the body uses food, list career opportunities related to food.

- Activities:
1. Investigation of nutrients in breakfast cereals.
 2. Planning a low-cost nutritious meal using newspapers to get food prices.
 3. Viewing movies on meat inspection, school lunch program, a good lunch from USDA.
 4. Student-constructed bulletin board on food groups.
 5. Resource person from Community Cash.
 6. Resource person from Carolina Freight.
 7. Constructing a booklet of food puzzles.

RESEARCH AND DEVELOPMENT PROJECT
in
CAREER EDUCATION

Grade Level Sixth
Content Area Public Service (weather)
Dates of Activity March 13 - April 12, 1978
Prepared by Daisy Carter
School Wellford Intermediate

Areas to be covered in the activity: circle

Careers

Self Knowledge

Free Enterprise

Decision Making

- Purpose:
1. To better acquaint students with the importance of weather forecasting.
 2. To study the different kinds of weather. What causes each.
 3. To show new methods of forecasting (radar, satellite, etc.)
 4. Cloud seeding.

- Objectives:
1. To show the need for weather forecasting.
 2. To illustrate how forecasting weather affects everyones life.
 3. To make students familiar with instruments used in forecasting.
 4. To demonstrate that work is socially desirable and necessary.

- Activities:
1. Bulletin Board
 2. We studied weather maps daily from newspapers.
 3. Viewed filmstrips.
 4. Viewed film from the State Department.
 5. Make a barometer and rainguage.
 6. Used a thermometer to check outside temperature.
 7. Discussion groups
 8. Discussion on careers available to students in weather forecasting.
 9. Field trips to the National Weather Service at the Airport in Greer.

RESEARCH AND DEVELOPMENT PROJECT IN
in
CAREER EDUCATION

Grade Level Seventh and Eighth

Content Area Government Structure and Government Jobs

Dates of Activity March 21 - April 19

Prepared by June Blackwell

School D. R. Hill Junior High School

Areas to be covered in the activity, circle

Careers

Self Knowledge

Free Enterprise

Decision Making

Description: To understand the structure of government on the federal, state, and county level. Also, to acquire a brief knowledge of jobs available through the government.

Objectives: Students should be able to answer questions on the branches of government. Students should be able to discuss government positions observed at the Court House.

- Activities:
1. Research on government structure in library.
 2. Compile information on charts or posters.
 3. Discussion of information.
 4. Filmstrips on County officials.
 5. Trip to Post Office.
 6. Trip to Courthouse.
 7. Discussion of trips.

RESEARCH AND DEVELOPMENT PROJECT
in
CAREER EDUCATION

Grade Level Eleventh and Twelfth
Content Area Bookkeeping (Banking)
Dates of Activity March 13 - April 5
Prepared by Charlein Walker
School James F. Byrnes

Areas to be covered in the activity: circle

Careers Self Knowledge Free Enterprise Decision Making

Description: To give students a look at the field of banking from employment standpoint as well as familiarizing them with the personal services a bank offers for their own use in the future.

Objectives: To show students the different job opportunities in a bank. To teach students the proper way for opening a checking account, writing checks, making deposits, and reconciling a bank statement. To learn the other services a bank provides in addition to a checking account.

Activities: Speaker from the bank will talk to class on money and banking. Field trip to a bank. Student banking (check-book) practice set.

ATTACHMENT I

ANNUAL EVALUATION REPORT

1973-74

RESEARCH AND DEVELOPMENT PROJECT
IN CAREER EDUCATION

LEXINGTON COUNTY SCHOOL DISTRICT #3

PREPARED BY:

Hugh I. Peck
Hugh I. Peck
Senior Consultant

SUBMITTED TO:

Mr. Leon Temples
Director, Career Education
Batesburg/Leesville Schools
Batesburg, South Carolina

REVIEWED BY:

G. R. Matson
Gerald R. Matson
Adm. Vice President

29 November, 1974

IBEX, Incorporated
2526 Erwin Road
Durham, N. Carolina 27705

CONTENTS

PREFACE	ii
SECTION I. EXECUTIVE SUMMARY AND RECOMMENDATIONS . .	1
SECTION II. CONCEPTUAL BASIS FOR EVALUATION	6
SECTION III. INFORMATION NEEDS	10
Information Users	10
Information Domains	10
Evaluation Questions.	11
Evaluation Constraints.	13
SECTION IV. EVALUATION RESULTS.	14
Student Self Concept.	14
Student Relationships With the the World of Work	28
Student Career Awareness Development. . .	36
Decision Making Skills.	41

PREFACE

This is the final evaluation report for the 1973-74 evaluation of the Batesburg/Leesville School District (Lexington #3) South Carolina Research and Development Project in Career Education. Though this document is prepared by IBEX, much of the contents are the results of an evaluation design conference with Batesburg/Leesville project and school staffs.

The project "year" for this report ended November 29, 1974; it began eighteen months earlier. The cooperation given by the Project Staff to the Evaluation Team deserves a special mention. They have been most helpful and cooperative throughout the evaluation effort. Further, the administration of the evaluation assessment battery was the responsibility of the participating staff. They were most cooperative.

Hugh I. Peck
Senior Consultant

IBEX, Incorporated

SECTION I. EXECUTIVE SUMMARY AND RECOMMENDATIONS

The U.S. Office of Education requires that all Part C Vocational Exemplary Projects have an independent third party evaluation. In response to a request for proposals from the South Carolina State Department, IBEX, Incorporated submitted a proposal in 1973 and was selected to perform the evaluation.

The evaluation activities began in the summer of 1973 with a design conference in Batesburg-Leesville. This conference set the parameters for the evaluation and specified the roles to be played by IBEX and the Project staff in carrying out the evaluation functions.

The IBEX evaluation team was headed by Dr. Hugh I. Peck, and included Mr. King Nelson, President of IBEX, Mr. Gerald Matson, Mr. Steve Davis and Mr. Steve Schulz of the IBEX staff.

Responsibility for the various evaluation functions was divided between IBEX and the Project staff, since much of the data collection and record-keeping was integral to the implementation of Project activities. Since Batesburg/Leesville is a small school unit, it was agreed that rather than try to interpret results for each grade level's grades, groups would be combined into Primary, Intermediate, Middle and Senior High School.

Assessment of evaluation questions which were dealt with in detail by the Project staff are presented in another section of this report. All data collected and analyses performed by the Project staff were reviewed carefully by the evaluation team and found to be accurate.

The results of the evaluation are organized around four information domains or evaluation areas of interest. These domains are: (1) student self concept, (2) student relationships with the world of work, (3) student attitudes toward career development, and (4) student decision-making skills.

The major results of the second year evaluation are summarized in the following paragraphs. A detailed presentation of the results of IBEX's evaluation is found in Section IV.

- Primary age children in Batesburg/Leesville Schools showed significant gains in self concept as measured by the Self Observation Scales. Specifically, they showed gains in Self Acceptance, Social Maturity, School Affiliation and Self Security between the fall of 1973 and the fall of 1974 (the period of this career education project).
- During the same period, the primary students showed no significant change in Achievement Motivation.
- During this period intermediate age children involved in the same project showed significant positive gains (on the Intermediate Level SOS) in Self Acceptance,

Social Maturity, Social Confidence, Peer Affiliation, Teacher Affiliation and Achievement Motivation.

- Intermediate students showed a slight, but not significant loss in School Affiliation - this is an anticipated phenomenon.
- Middle school children showed gains in family, school and general aspects of self concept as measured by the Self Appraisal Inventory. The same group showed significant loss in peer relationships.
- On the same measure, high school students showed significant gains in "general" self appraisal, significant loss in peer relationships and no significant changes in school or family areas.
- The overall pattern of scores (JAQ) from the Occupation Awareness Survey indicates that the Batesburg/Leesville students were more aware of a greater number of occupations in the fall of 1974 than they were in the fall of 1973.
- Intermediate grade students showed significant gains in social skills, academic skills and aspiration level as measured by the Career Awareness Development Inventory (CADI).

- Middle school students showed the same pattern of gains on the CADI.
- Secondary students showed (on the CADI) significant gains in academic skills and aspiration level.
- As measured by the Decision Making Scale, Batesburg/Leesville intermediate and middle school students employ the following decision strategies most often: taking thought, doing as expected, and continuing as before.
- Attitudinally, the students are not consistent toward decision situations.

Recommendations

This is the final period of the Batesburg/Leesville "Research and Development Project in Career Education". Any residual effects of this project on the entire school district will be greater if planned, than if left to chance. It is our professional recommendation that the following occur:

- A career education specialist be placed on the central office staff as a curriculum consultant.
- That this person be given responsibilities similar to any other discipline specialist to upgrade career education on a continual basis.

- That career education continue to be viewed as a fused part of the total curriculum, and each teacher assume responsibility for keeping herself/himself and her/his students current in occupational awareness.

SECTION II. CONCEPTUAL BASIS FOR EVALUATION

The strategy upon which this evaluation report builds is called Information Based Evaluation (IBE)*. This strategy has been successfully implemented on some forty projects at both the state and local level over the past two years.

The concept of information utility is the overriding characteristic that differentiates "good" evaluation from "poor" evaluation and differentiates undisciplined data collection from information gathering. Judged by even modest standards of utility, educational research and evaluation has a pitifully poor record and the unfortunate educational manager or policy maker operating within this void must sift through mountains of data for those kernels of desired information.

In the social sciences in general, and in education in particular, the mechanisms do not exist for supplying information to those that need it. The traditional evaluation mechanism has not added much to the meager research contribution. Theoretically, evaluation should be a suitable mechanism but it has suffered from growing pains and an obsession to separate itself clearly from the research model. The Information Based Evaluation model, hopefully, suffers from no such obsessions,

* A. Jackson Stenner, Information Based Evaluation Series Book 1: An Overview of Information Based Evaluation: A Design Procedure. Arlington, Virginia. IDEA Corp. 1972.

except perhaps that of adhering strictly to the concept of information utility.

Another contributing factor to the inadequacy of present day evaluations has been the relationship between evaluation and the performance objectives movement. The symbiotic growth these two concepts have enjoyed has served to reduce the full potential of educational evaluation. The crucial role performance objectives play in program management is obvious; however, the question arises as to what place objectives should have in evaluation. The Information Based Evaluation approach views program objectives as a focus of evaluation activity, but by no means the focus. More traditional approaches to evaluation have used performance objectives as the foundation for the planning and execution of evaluation activities. This procedure is considered inadequate for several reasons:

1. Basing evaluation on performance objectives restricts the focus of evaluation to intended outcomes, thus overlooking unintended outcomes which are potentially just as important.
2. Performance objectives provide a very inflexible basis for evaluation in that they are seldom changed during the program year, and thus information needs (which are fluid) cannot be adequately addressed.
3. Even if information on the attainment of all performance objectives is provided, important information is invariably ignored because objectives are not developed with information needs in mind, but rather are developed as

guideposts for program management.

4. Objectives based evaluation often views each objective as a unique area of focus and thus important relationships are often overlooked.

If program objectives are inadequate as a foundation for evaluation, what are the alternatives? How do we define the parameters of evaluation, i.e., what are the reference points? In objectives based evaluation, the reference points are the program objectives. In information based evaluation the reference points become the information users for the program and the information domains (needs). Capitalizing on these two reference points, a technique called domain analysis can be used to define and focus the direction of the evaluation.

Information based evaluation should not be considered as "objective free" evaluation. Information based evaluation recognizes the importance of program objectives, but only to the extent to which feedback on the objectives is considered important to information users. The overriding consideration is the type of questions about which relevant individuals desire answers. Priorities are established in both the information domain category (e.g., student cognitive growth) and the information user category (e.g., local superintendent) and the evaluation resources are expended to meet these identified priorities. An additional check on the adequacy of evaluation information is the extent to

which the information leads to action. If no relationship exists between information and action, then the adequacy and/or quality of the evaluation effort is in doubt.

In polling the various information users, the evaluation team can often develop evaluation questions that relate to "unintended outcomes" or "shadow benefits". These questions occur because all information users are probably not supportive of the program procedures and/or objectives; thus, their information needs will highlight aspects of the program that would not receive attention in an objectives based evaluation effort. Program developers and program staff generally have a highly developed commitment for the program and are myopic in viewing the outcomes of the program. The possibility that the program may cause some negative side effects is very difficult for them to comprehend, let alone accept. However, individuals or factions that have been against the program from the start are generally more than capable and willing to identify potential weaknesses and unintended outcomes. Therefore, in serving each information user, the evaluation team can gain a balanced view of the program.

Information based evaluation recognizes that an evaluation must be dynamic if it is to be responsive. Program objectives rarely change during the project year, thus the objectives based evaluation is static and methodical in responding to the information requirements. Information based evaluation accepts the fact that information needs are fluid, and new questions are posed throughout the program cycle.

III. INFORMATION NEEDS

Information Based Evaluation (IBE) rests on three major components: information users, information domains and evaluation questions. At the evaluation design conference with Batesburg-Leesville staff, these three components were carefully viewed and given priority rank in the Career Education evaluation.

Information Users

Those who need or desire information about a particular project or program in the semantics of IBE are called information users. For Batesburg-Leesville, the following priority list of users was adopted:

- Teachers
- Central Staff
- Principals
- Guidance Staff
- State Department of Education
- Professional Education Community
- Business and Industrial Community
- U. S. Office of Education

Information Domains

A general area of concern for project or program staff and participants is called an information domain. For this project the following list of domains was adopted:

- Instructional Strategies
- Student Self Knowledge
- Career Awareness/Importance of Work
- Achievement/Holding Power
- Staff Attitude
- Decision Making Skills
- Free Enterprise
- Cost Analysis

Evaluation Questions

The following list of evaluation questions is organized by information domains. During the course of the evaluation, additional questions may arise which can be answered with the available data elements; if so, they will be added to the following lists:

Instructional Strategies:

1. What instructional strategies lead to success in the project?
2. What is the importance of field trips to success in the program?
3. What career education practices are adopted by the teachers? What is the level of use?

Student Self Knowledge

4. Is there positive increase in student attitudes toward:
self?
school?
teachers?
learning?
peers?

5. What instructional practices lead to positive increases in student attitudes?

Career Awareness/Importance of Work

6. Do students recognize the importance of a variety of careers?
7. Is there significant positive student growth in career awareness?
8. Which instructional strategies promote student career awareness?

Achievement/Holding Power

9. Do students show patterns of achievement growth during the remainder of the project?
10. Does the school district increase its holding power during the life of the project?
11. What instructional strategies increased achievement and holding power?
12. What instructional strategies failed to increase holding power and achievement?

Staff Attitudes

13. Do the following feel that career education strengthened the instructional program:
teachers?
administrators?
central staff?
14. What is the relationship between the attitudes of the above and success in the program?

Decision Making Skills

15. Can the student identify the components necessary to decision making?
16. Can the student identify information pertinent to a decision?
17. Can the student identify alternatives in decision making?
18. Can the student identify the steps necessary to implement a decision he has made?

Free Enterprise

19. Do the students understand the exchange of goods and services; the monetary system?
20. Do the students understand the production and distribution of goods and services?
21. Do the students understand supply and demand?

Evaluation Constraints

No evaluation effort is devoid of constraints or limitations. Thus, it is imperative that these constraints be considered from the beginning of the evaluation and the procedures be established to work within these constraints. Two major constraints, time and resources, are of primary importance.

For this project, half of the gross budget was allotted; therefore, it was necessary to delete some desirable information needs to stay within this constraint. Principals have agreed to one and one-half hours of student time in the fall and spring assessment periods. To meet this constraint, a modified sampling matrix using test, grade and class as variables may be adopted. Thus, all students may not take all tests. Each student will have one hour to one hour and fifteen minutes of actual testing time.

All students in Batesburg-Leesville School District #3 will participate in the career education project. Thus, no control group will be possible for the study.

Teachers will receive forty-five minutes of inservice education in test administration, take a thirty minute survey and keep a strategies log for one week. It requires fifteen minutes a day of teacher time.

SECTION IV. EVALUATION RESULTS

This section is organized around four major information domains or evaluation areas of interest. These domains are: (1) student self concept, (2) student relationships with the world of work, (3) student attitudes toward career development, and (4) decision making skills.

Student Self Concept

A first objective of career education at the elementary level is "to enable students to develop a more positive self concept and greater understanding of self".

Between the ages of five and twelve, the self concept begins to crystalize. During this period (termed the latency period by many authors), the child matures considerably in the physical, cognitive and affective areas. He confronts his environment with an increasingly stable set of feelings, attitudes and behaviors which are based, to a large extent, on his self concept which is, likewise, stabilizing. As the child becomes older he becomes more sure of what he likes and dislikes, who he likes and dislikes, what he enjoys doing and what he dislikes doing, how he sees his future and what he will be doing in this future. He begins to plan, and his aspirations and hopes tend to be consistent with the way he values himself, which, in turn, is dictated in large part by how he perceives others value him.

Although the early school years are characterized by a crystalization of self, the child also begins to differentiate. The self concept of the five-year-old is a relatively simple construct. The five-year-old views most things as a dichotomy: people are good or bad, food is good or bad, places are happy or sad places to be, other children are friendly or mean. As the six-year-old enters first grade, new demands are placed on him. He is expected to interact with unfamiliar children and authority figures and, to a great extent, his well being is determined by how successfully he negotiates these new demands. It is these early school years that have a truly profound impact on the child's self concept development. Never before has he been consistently, objectively and sometimes coldly, judged by peers and adults. He is unable to separate himself from his actions so that reprimands and criticism often become viewed as direct threats to self. With this background information we now turn to the correlates of a positive and negative self concept, respectively.

The Positive Self Concept*

Children with positive self concepts are, first of all, confident about their ability to meet everyday problems and demands. They are confident about their relationships with other people and take pleasure in mutual interdependence, in needing others and in being needed. Autonomy and interdependence

* The profiles for a "positive" and "negative" self concept are drawn from the results of the national validation and norming of the Self Observation Scales.

are beginning to take shape. Children with strong self concepts view themselves as desirable and valuable contributors to the well being of those around them. They see themselves as deserving of attention and love and feel they are capable of reciprocating. They compare themselves favorably with their peers and feel that authority figures are supportive and interested in them as individuals. These children tend to be comparatively independent and reliable. These qualities may stem from their feelings of sufficiency and adequacy in new and challenging situations. They are relatively free from anxiety, nervousness, excessive worry, tiredness and loneliness. They report being happy with the way they look and would not change their appearance if they could.

Children with a positive view of themselves enjoy interacting with their peers and see themselves as on a par with their peers in most situations, while occasionally professing superiority in certain areas. They recognize the social consequences of certain "asocial" actions and see the benefits of give-and-take in social interactions. These children are able to admit that they make mistakes and that they sometimes hurt other people, but they apparently do not view these admissions as major threats to self.

Behaviorally, these children are seldom designated as problem children. They usually appear comparatively calm, keep their hands to themselves and, although they are frequently

competitive, they express aggression when external considerations warrant aggressive behavior. They express dissatisfaction with their own poor performances but relatively seldom make self deprecating remarks. They react positively to constructive criticism, can accept praise well, and derive obvious pleasure from a job well done.

Scholastically, children with positive self concepts tend to be above expectation in reading and mathematics. They tend to attain higher scores on standardized achievement tests than would be predicted from ability tests. These children are positive toward school and view it as a happy, worthwhile place to be.

The Negative Self Concept

Children with poor self concepts are insecure and pessimistic about their ability to meet everyday problems and demands and they are unsure about their relationships with others. They often tend to be either overly dependent and withdrawn or overly aggressive with apparently minimal overt needs for social interaction and, in each case, growth toward autonomy appears stunted and retarded. These children view themselves as undesirable and, through their often inappropriate behavior (which is, although inappropriate, usually quite consistent with the way the children feel about themselves), they are regularly reinforced

in these feelings.* They report not being needed by significant others and do not feel that others care about them as individuals. They compare themselves unfavorably with their peers and frequently report being inferior to their peers in age-appropriate activities. Authority figures represent a threat to children with poor self concepts.

These children are threatened in social interactions and prefer to play with younger children. They report a desire to dominate in peer-oriented activities, i.e., always wanting to be first or always wanting to be the leader, and yet, would prefer to play alone if given a choice. They tend to be quitters and are satisfied with poor performance (again, poor performance is consistent with the way these children view themselves). These children find it difficult to admit to even common mistakes and are quite insensitive to other people's feelings.

Behaviorally, these children are frequently labeled as problem children. The acting out, aggressive, verbally disruptive child has a markedly lower self concept than does the "healthy" child. Likewise, the insecure, withdrawn, quiet child also has a low self concept, but his inadequacies are manifested differently from the aggressive child. These children respond negatively to criticism and, surprisingly, they often respond

*Modifying the truism from the financial world that "the rich get richer and the poor get poorer", we can say that children with strong self concepts get positive reinforcement and, thus get stronger, while those with weak self concepts get negatively reinforced and thus, get weaker.

inappropriately or even negatively to praise because positive feelings are inconsistent with the way these children feel about themselves.

Scholastically, children with poor self concepts tend to be below average in reading and mathematics. They tend to obtain lower scores on standardized achievement tests than would be predicted from ability tests. These children are negative toward school and view it as an unhappy place to be.

As a measure of children's self concepts, the Self Observation Scales (SOS) were used in this evaluation. The SOS is a direct, self report, group administered instrument comprised of fifty items at the primary level (K-3) and sixty items at the intermediate level (4-6).

The Primary level of the SOS measures five dimensions of children's self concept. Each scale is labeled in a positive manner with high scores being most characteristic of the scale name.

The scales are as follows:

Self Acceptance

Children with high scores view themselves positively and attribute to themselves qualities of happiness, importance, and general competence. They see themselves as being valued by peers, family and teachers. Children with low scores see themselves as unhappy, lacking in general competence and of little importance to others.

Social Maturity

Children with high scores on this scale know how they are supposed to think and feel in a variety of social situations. They have learned the importance of such notions as "fair play", "sharing", "perseverance," "helpfulness", and "generosity". Children with low scores on this scale have not learned these notions and are likely to evidence behaviors that most adults would characterize as selfish, inconsiderate or immature.

School Affiliation

Children with high scores view school as a positive influence in their lives. They enjoy going to school, and they enjoy the activities associated with school. Children with low scores view school as an unhappy place to be. They do not enjoy most school related activities and are negative about the importance of school in their lives.

Self Security

Children with high scores report a high level of emotional confidence or stability. They feel that they are in reasonable control of the factors that affect their lives and spend little time worrying over possible troubles. Children with low scores on this scale worry a great deal. They are concerned that something bad may happen and report feelings of nervousness.

Achievement Motivation

This is a special scale, relating achievement and ability to self concept. High scores indicate increased probability that the child will achieve well relative to ability; low scores indicate increased probability that the child will not achieve as well as might be expected on the basis of his ability. This scale is considered to be experimental, and we recommend that its use for individual assessment be deferred pending the results of our current program of confirmatory analyses.

The Intermediate level of the SOS measures the same five dimensions of children's self concept and adds three additional scales, as follows:

Self Security

Children with high scores report a high level of emotional confidence or stability. They feel that they are in reasonable control of the factors that affect their lives and spend little time worrying over possible troubles. Children with low scores on this scale worry a great deal. They are concerned that something bad may happen and report feelings of nervousness.

Teacher Affiliation

Children with high scores on this scale like their teachers. They see the teacher as helpful, attentive, understanding and generous. Children with low scores on this scale see the teacher as arbitrary, inconsiderate of children, and/or a source of emotional pain.

Peer Affiliation

Children with high scores on this scale consider their relationships with other children to be both of high quality and of considerable importance to them. They see themselves as approved of and valued by their peers. They like to be with other children. Children with low scores do not see their peer relationships as an asset. They see other children as unfriendly, they have few friends, and do not accept the responsibilities of friendship easily.

Scoring of the SOS is based on national norms. For each scale, a child receives a standard score (T score), representing a distribution with a mean of 50 and a standard deviation of 10. National percentile and stanine equivalents of this standard score also are provided. Responses to individual items are not given.

The Primary Level of the SOS was given to a student sample at grades K-3 and the Intermediate Level to grades 4-6 in the Fall of 1973 and 1974. Tables 1 and 2 present the results of the Primary and Intermediate levels of the SOS. Tables 3 and 4 present results of the Self Appraisal Inventory given to grades 7 through 12. Since Batesburg/Leesville is a smaller school unit with fewer students enrolled at each grade level, all results are combined into only three or four levels: primary (K-3), intermediate (4-6), middle (7-8) and high school (9-12). This approach provided a reasonable number of students at each level.

Based on standard scores having a mean of 50 and a standard deviation of 10, these results indicate that:

- Primary age children in Batesburg/Leesville Schools showed significant gains in Self Acceptance, Social Maturity, School Affiliation and Self Security between Fall of 1973 and Fall of 1974 (the period of this career education project).
- During the same period, the primary students showed no significant change in Achievement Motivation.
- Intermediate age children in this project showed significant gains in all but one aspect of self concept measured by the SOS, that area being School Affiliation.
- Intermediate students showed a slight, but not significant, loss in School Affiliation.
- Middle school children showed gains in family, school and general aspects of self concept as measured by the Self Appraisal Inventory.
- The same group showed significant loss in peer relationships.
- On the Self Appraisal Inventory, high school students showed no significant change in the family or school aspects of self concept, however, they showed a significant gain in general self appraisal and a significant loss in peer relations.

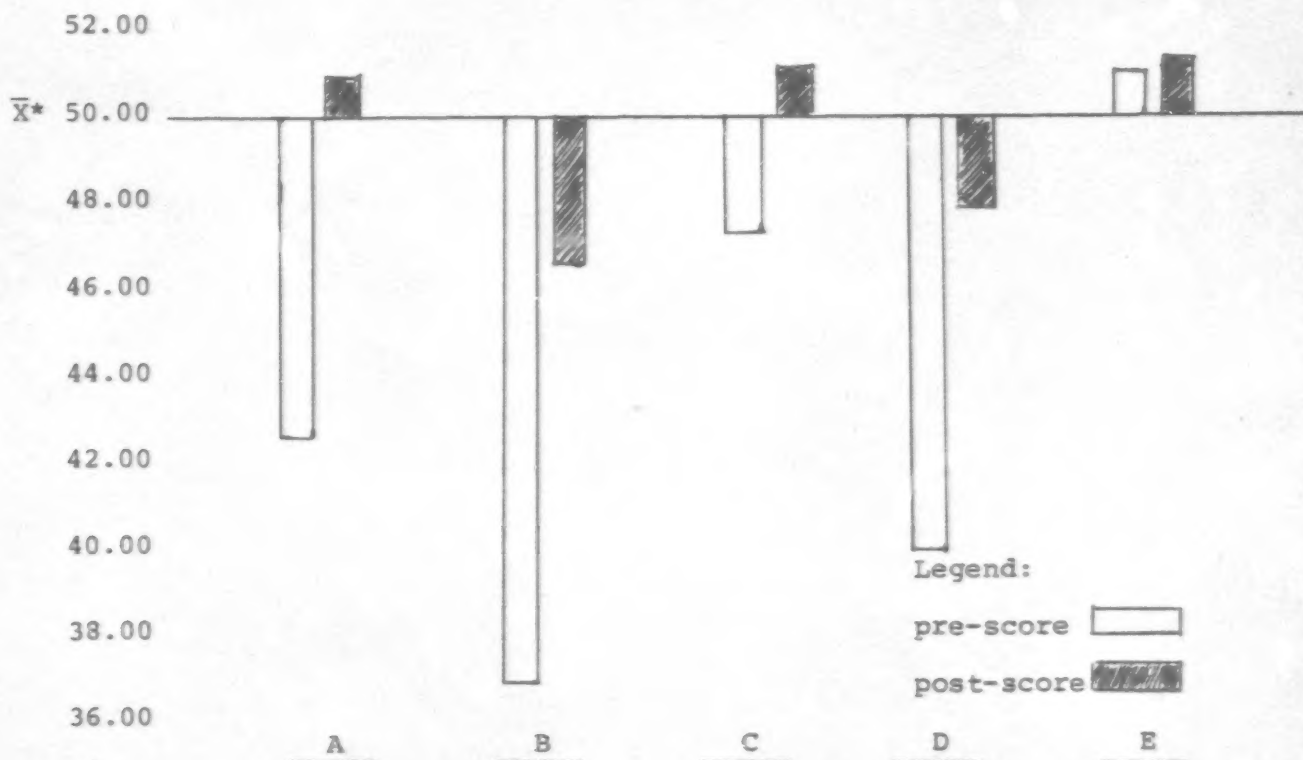
TABLE 1

LEXINGTON COUNTY SCHOOL DISTRICT #3
RESEARCH AND DEVELOPMENT PROJECT IN CAREER EDUCATION
1973-74

Primary Self Observation Scales
Means and Standard Deviations

Grades K-3 $N_1=478$; $N_2=205$

	Pre	$\bar{X}$ Post	Pre	S.D. Post
A. Self Acceptance	42.12	50.69	8.16	9.41
B. Social Maturity	36.60	46.15	10.35	9.66
C. School Affiliation	46.84	50.94	8.92	7.94
D. Self Security	39.92	47.97	10.51	9.45
E. Achievement Motivation	50.74	51.04	8.34	10.15



Note: These pre-scores do not match the scores reported in the Interim Report. NTS, publishers of the SOS, altered their scoring procedures.

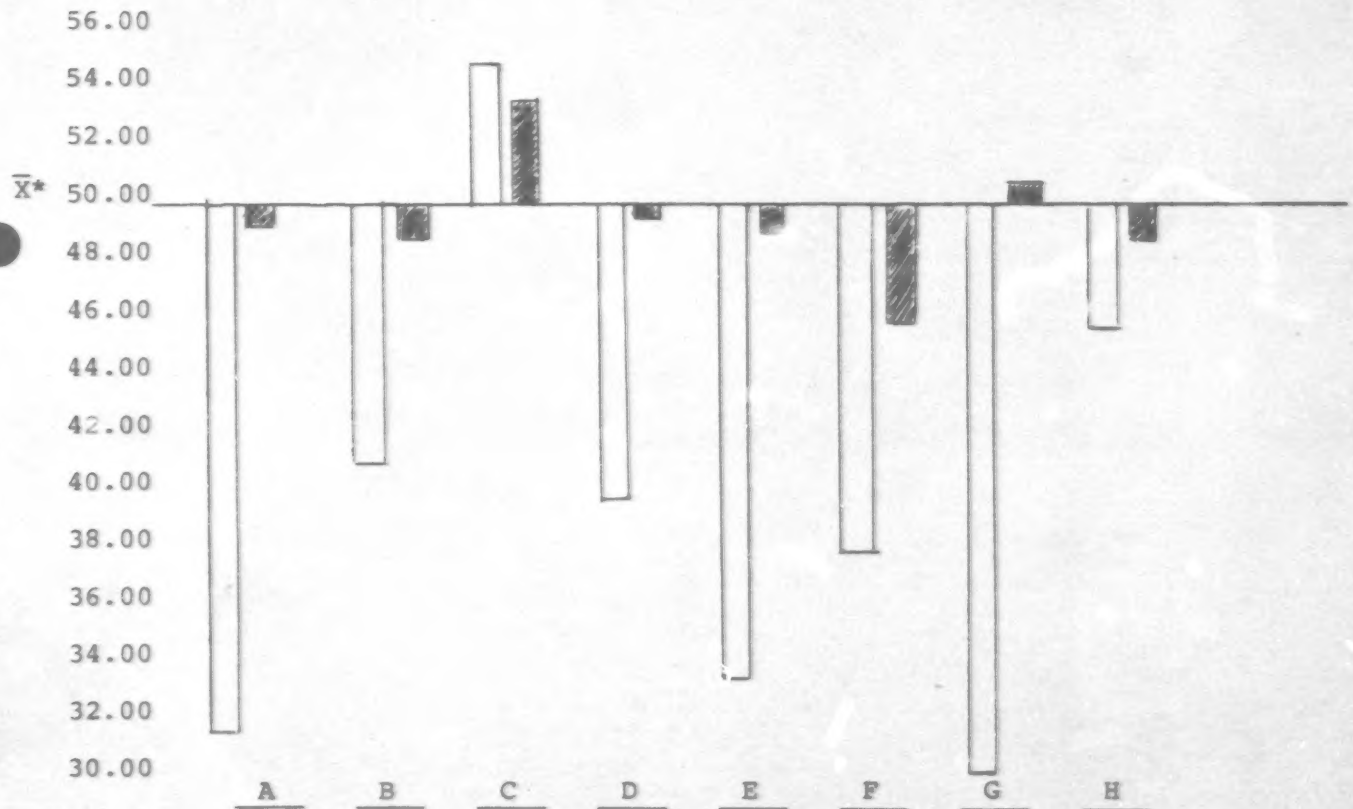
* 50.00 is a mean "T" with a forced S.D. of 10 based on normative procedures.

TABLE 2

LEXINGTON COUNTY SCHOOL DISTRICT #3
RESEARCH AND DEVELOPMENT PROJECT IN CAREER EDUCATION
1973-74

Intermediate Self Observation Scales
Means and Standard Deviations
Grades 4-6 $N_1=100$; $N_2=135$

	Pre	$\bar{X}$ Post	S.D.	
			Pre	Post
A. Self Acceptance	31.74	48.94	6.06	11.39
B. Social Matruity	40.06	48.03	10.21	9.78
C. School Affiliation	54.27	53.47	8.97	10.77
D. Self Security	39.08	49.65	7.35	9.19
E. Social Confidence	32.76	49.06	5.85	10.70
F. Peer Affiliation	37.98	45.99	7.81	9.29
G. Teacher Affiliation	29.98	50.52	7.03	9.50
H. Achievement Motivation	45.19	48.39	13.13	9.74



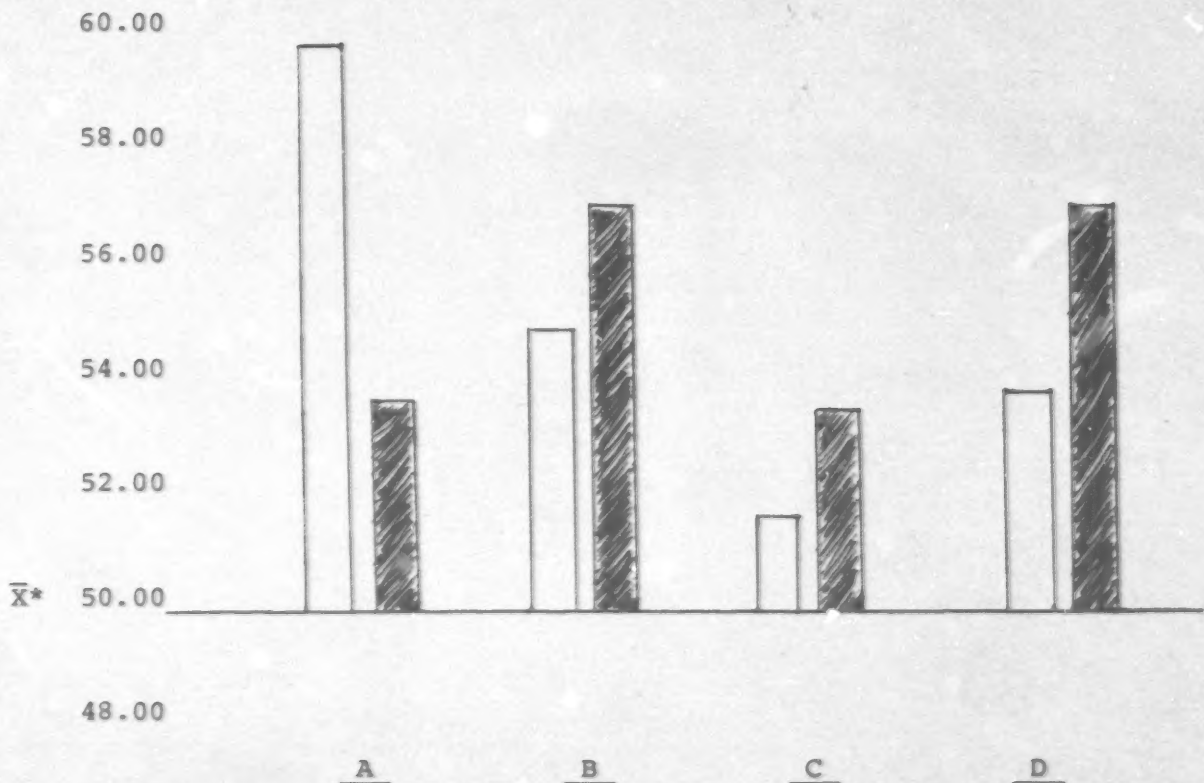
* 50.00 is a mean "T" with a forced S.D. of 10, based on normative procedures.

TABLE 3

LEXINGTON COUNTY SCHOOL DISTRICT #3
RESEARCH AND DEVELOPMENT PROJECT IN CAREER EDUCATION
1973-74

Secondary Self Appraisal Inventory
Means and Standard Deviations
Grades 7-8 $N_1=194$; $N_2=126$

	<u>Pre</u>	<u>$\bar{X}$</u>	<u>Post</u>	<u>Pre</u>	<u>S.D.</u>	<u>Post</u>
A. Peer	59.71		53.65	6.75		8.03
B. Family	54.30		56.46	7.71		8.69
C. School	51.47		53.63	6.78		7.75
D. General	53.19		56.42	6.08		6.98



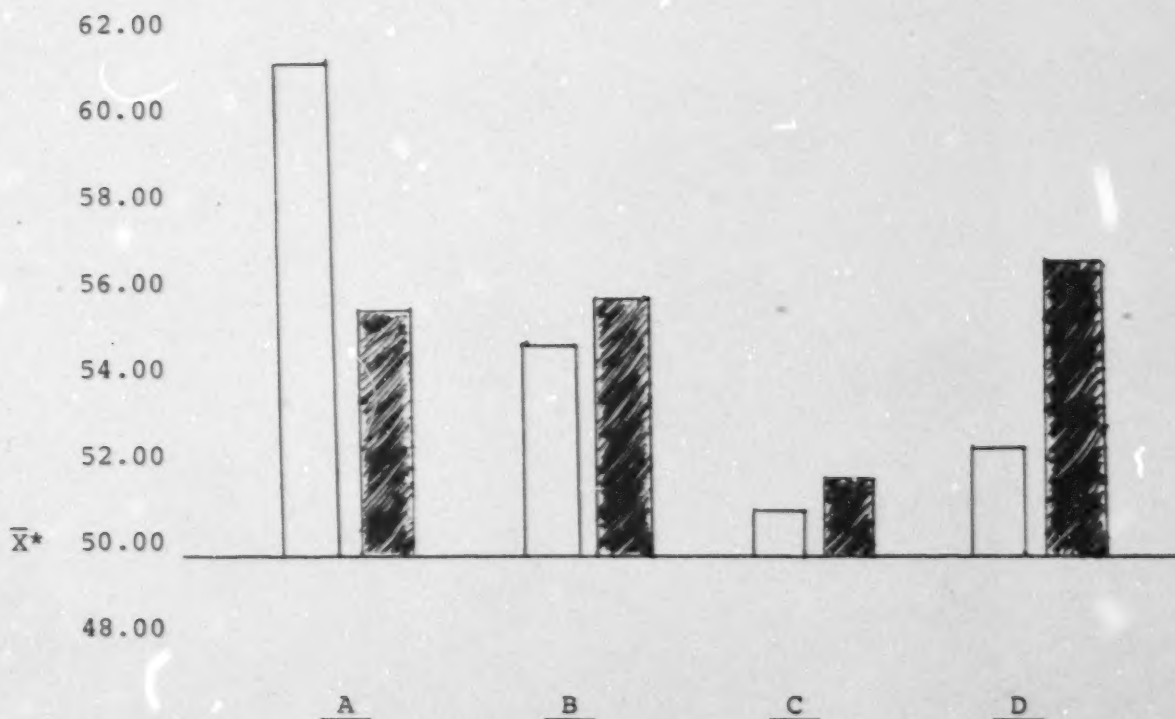
* 50 is an assumed mean based on midpoint of the scale, not on any normative procedure.

TABLE 4

LEXINGTON COUNTY SCHOOL DISTRICT #3
RESEARCH AND DEVELOPMENT PROJECT IN CAREER EDUCATION
1973-74

Secondary Self Appraisal Inventory
Means and Standard Deviations
Grade 9-12 $N_1=192$; $N_2=207$

	Pre	$\bar{X}$	Post	Pre	S.D.	Post
A. Peer	61.03		55.73	6.16		7.78
B. Family	54.02		55.80	7.16		9.43
C. School	50.54		51.62	6.71		9.17
D. General	52.23		56.84	5.99		8.68



* 50 is an assumed mean based on midpoint of the scale, not on any normative procedure.

In summary, the results of the Self Observation Scales (SCS) and the Self Appraisal Inventory (SAI) indicate that the project students showed positive increases in their self concepts. Only School and Peer Affiliation showed slight loss at some grade levels.

Student Relationships With the World of Work

One of the evaluation questions asks "How do Project and control students perceive the world of work and their relationship to it?"

One instrument was used to assess this area this year - the Occupation Awareness Survey (OAS). This instrument was developed by IBEX and is in the experimental stage.

The Occupation Awareness Survey is an experimental instrument designed by IBEX during the fall of 1973 and 1974. It was used experimentally in the Batesburg/Leesville evaluation in three pre-test situations during the fall of 1973. It was slightly modified after the fall administration, and a third level added so that there were primary, elementary and secondary levels used in the evaluation.

At the primary level, students were asked to select 10 want ads from 24 which they would respond to if they were seeking employment; at the elementary level students selected 10 of 43; at the secondary level, 10 of 50. The OAS does not provide scores on students; rather, it provides a score for jobs (called a Job Awareness Quotient). Each job is "scored" by

normalizing the data using the following formula:

$$JAQ = \frac{10}{N \text{ of Ads}} \times 100.$$

Thus, at each level, a job score of 100 is anticipated, assuming equal distribution or popularity among respondents. It is helpful to view these scores in a way similar to the traditional way we have viewed the IQ score. Scores in the 90-110 range are normal. Scores in the 75-89 range indicate some low normal acceptance of a particular occupation. Scores below 75 indicate a rejection by students. On the other hand, some scores from 110-125 indicate high acceptance rates, and above 125 indicates a highly popular occupation.

Interpretation

Interpretation of these scores requires that one realize that the figures shown represent the average JAQ for each job at each grade level.

Success is not viewed as a high or low score, but rather, by an overall and reasonable balance among JAQ's. If an "ideal" were reached, every JAQ would be 100, indicating that students saw equal dignity in all work; however, this would also be indicative of no strong choices among students. For career education programs, especially in the lower grades, the goal is to make children more aware of a greater number of jobs, thus, a less varied JAQ profile. During the later school years as job choices become more predominant, a more varied profile would be anticipated.

Summary results of the survey are presented in the following tables. At the Primary, Elementary and Secondary levels, Project group scores (JAQ's) are given. There was no control group.

A review of overall Project JAQ scores at each level reveals a good deal about the knowledge and values of the students. Although not all job clusters are represented in the survey, the students' relative ranking of jobs presents a picture of the world of work as seen through the students' eyes.

Jobs at the extremes of the rankings (above 150 and below 50) are programmatically important. The "Cook at McDonald's" was predictable for the younger children (152.08 and 192.00 at the Primary Level and 239.32 and 236.96 at the Elementary Level). However, "Game Warden" (131.42) and "Playground Director" were something of a surprise. At the lower extreme, "Minister" (72.00 and 57.75 at the Primary and Elementary Levels, respectively) and "Writer" (57.76 at the Elementary Level) were lower than expected.

In any case, the OAS should provide useful data for program design and assessment. The grade level results show that the rankings of some jobs follow a pattern. "Teacher", "Farm Worker" and "Secretary" hold fairly steady across all grades. "House Cleaner" drops from an average ranking of 100 to 10 from second through twelfth grade. Others, such as "Radio Announcer" rise through the lower grades and then fall through junior and senior high school.

It should be remembered that the purpose of the Batesburg/Leesville project is not to have young children make job choices for their future, rather, it is to make all students aware of more occupations.

The pattern of JAQ scores indicates that the students enrolled in the Batesburg/Leesville Career Education Project were more aware of occupations in the fall of 1974 than they were in the fall of 1973, when this evaluation was implemented at the beginning of the third project year.

TABLE 5

LEXINGTON COUNTY SCHOOL DISTRICT #3
RESEARCH AND DEVELOPMENT PROJECT
IN CAREER EDUCATION

PRIMARY OCCUPATION AWARENESS SURVEY
Grades 2-3 $N_1=202$; $N_2=160$
JAQ Scores of Students Elected to Respond to
Designated Want Ads

	<u>Pre</u>	<u>Post</u>		<u>Pre</u>	<u>Post</u>
Doctor	131.88	162.00	House to House Salesman	95.05	97.5
Teacher	140.20	145.50	Sales Clerk	80.79	178.5
Tickets/ local theater	72.48	132.00	Factory Worker	49.90	192.00
Secretary	108.12	112.50	Cook/McDonald's	152.08	192.00
Hotel Manager	58.23	102.00	Taxi Driver	48.71	52.50
Supermarket Cashier	128.32	148.50	Writer/"Motor Trend"	62.97	70.50
Police Cadet	105.74	127.50	Airline Pilot	52.28	97.50
Minister	61.78	72.00	House Cleaner	72.48	78.00
Truck Driver	95.05	108.00	Radio Announcer	27.33	76.50
Airline Ticket Sales	97.43	123.00	Auto Mechanic	32.08	52.50
Farm Worker	76.04	94.5	School Custodian	27.33	55.50
			Actor or Actress	58.84	70.50
			Fireman	96.24	97.50

TABLE 6

LEXINGTON COUNTY SCHOOL DISTRICT #3
RESEARCH AND DEVELOPMENT PROJECT
IN CAREER EDUCATION

ELEMENTARY OCCUPATION AWARENESS SURVEY
Grades 4-6 N₁=257; N₂=216
JAQ Scores of Students Elected to Respond to
Designated Want Ads

	<u>Pre</u>	<u>Post</u>		<u>Pre</u>	<u>Post</u>
Doctor	138.91	129.43	House-to-House Salesman	137.23	105.54
Florist	48.53	69.69	Insurance Clerk	23.43	25.89
Child Care	189.11	175.23	Dental Assistant	66.94	79.65
Printer	50.21	55.75	Manager-Travel Agency	45.19	35.84
Teacher	237.65	227.00	Sales Clerk	184.09	185.19
Sanitation Worker	33.47	61.73	Factory Worker	46.86	57.74
Usher	40.17	79.65	Cook/McDonald's	239.32	236.96
Bookkeeper	117.15	105.54	Taxi Driver	63.60	49.78
Secretary	130.54	129.43	Law Aide	35.14	27.88
Stock Clerk	60.25	73.68	Writer/Motor Trend	48.53	57.76
Park Guide	210.87	268.82	Airline Pilot	108.78	89.61
Hotel Manager	76.98	71.68	House Cleaner	101.43	63.72
Plumber	31.80	31.86	Radio Announcer	78.66	77.66
Switchboard Operator	50.21	81.64	Auto Mechanic	98.74	85.62
Supermarket Cashier	130.70	161.29	Brick Mason	108.78	47.79
Police Cadet	133.89	131.42	Game Warden	115.47	131.42
Minister	61.92	57.75	Medical Assistant	107.11	79.65
Truck Driver	128.86	115.49	School Custodian	45.19	37.83
Airline Ticket Sales	112.13	109.52	Actor or Actress	110.45	135.40
Farm Worker	108.78	127.44	Accountant	92.05	141.38
Fashion Designer	100.41	137.39	Photographer	105.43	95.58
Editor	100.41	87.61			

TABLE 7

LEXINGTON COUNTY SCHOOL DISTRICT #3
RESEARCH AND DEVELOPMENT PROJECT
IN CAREER EDUCATION

SECONDARY OCCUPATION AWARENESS SURVEY

Grades 7-12 $N_1=377$; $N_2=263$

JAQ Scores of Students Elected to Respond to Designated Want Ads

	<u>Pre</u>	<u>Post</u>		<u>Pre</u>	<u>Post</u>
Economic Analyst	67.64	55.13	Cook	133.95	100.76
Legal Secretary	87.53	89.35	Telegram deliverer	64.99	77.95
Fashion Designer	165.78	150.19	Salesperson/indoors	187.00	180.61
Plasterer	64.99	87.45	Manager/Travel Agency	90.19	129.28
Teacher	118.04	114.07	College President	88.86	68.44
Laborer	31.83	45.63	Law Aide	149.87	161.60
Sanitation Worker	18.57	19.01	Commercial Artist	75.60	85.55
Bookkeeper/Large Firm	110.08	96.96	Bookkeeper/Small Office	127.32	121.67
Salesman/Outdoors	64.99	83.65	Florist	119.36	110.27
Secretary	152.52	144.49	Chef	50.40	55.13
Housecleaner	57.03	51.33	Farm Worker	112.73	83.65
Computer Programmer	145.89	155.89	Factory Worker	54.38	68.44
Airline Ticket Sales	176.39	184.41	Ditch Digger	25.20	34.22
Motel Manager	115.38	144.49	Clerk/General	55.70	49.43
Child Care	114.06	91.25	Dishwasher	41.11	24.71
Clerk/Accounting	37.14	43.73	Computer Programmer	135.28	167.30
Dental Assistant	135.28	133.08	Doctor	171.09	127.38
Public Relations	82.23	81.75			
Printer	35.81	39.92			

SECONDARD OCCUPATION AWARENESS SURVEY

Table 7 Continued

	<u>Pre</u>	<u>JAQ</u>	<u>Post</u>
Personnel Director	71.62		83.65
Secretary/School	54.38		121.67
Waitress	64.99		36.12
Laboratory Aide	141.91		134.68
Supermarket Cashier	137.93		119.77
Dept. Store Buyer	131.30		98.86
Game Warden	169.76		188.21
Brick Mason	135.28		125.48
Actor or Actress	106.10		102.66
Radio Announcer	152.52		142.59
Taxi Driver	57.03		76.05
Landscape Architect	92.84		102.66
Art Director	102.12		108.36
Playground Director	124.67		104.56

Student Career Awareness Development

The other experimental instrument used to assess the students' perceptions of the world of work (and their relationships with it) was the Career Awareness Development Inventory (CADI).

This instrument was developed to measure (1) the ability of students to relate social skills learned in school to job requirements; (2) the ability of students to relate academic skills learned in school to job requirements; and (3) the aspiration level of students (more carefully defined as economic understanding of each job).

Because this is a new instrument, still in the experimental stage, there are no useful norms; however, it has been given to over 10,000 students and interpretive and technical information will be available soon. The observation of pre to post results, however, does provide certain conclusions regarding the effectiveness of the Batesburg/Leesville Career Education Project:

- Intermediate grade students showed significant gains in the career development areas of social skills, academic skills and economic awareness.
- Middle school students showed significant gains in social skills, academic skills and aspiration level in all aspects of career development.

- Secondary students showed significant gains in academic skills and aspiration level, however, the gains in social skills were not significantly large.

Statistical Treatment

Each of the three scales used fifteen items. During the fall, three alternatives were used with each item. During the spring assessment, a change was felt e-cessary, and four alternatives were used. Thus, each score was corrected for guessing by the formula:

$$R_c = \frac{R - W}{N-1} + 10.$$

Once corrections for guessing had been computed, mean (average) raw socres (right answers) were computed for each subscale at each grade level and for the entire test population (grades 4-9). A standard deviation was also computed for each mean or distribution.

Interpretation of Tables

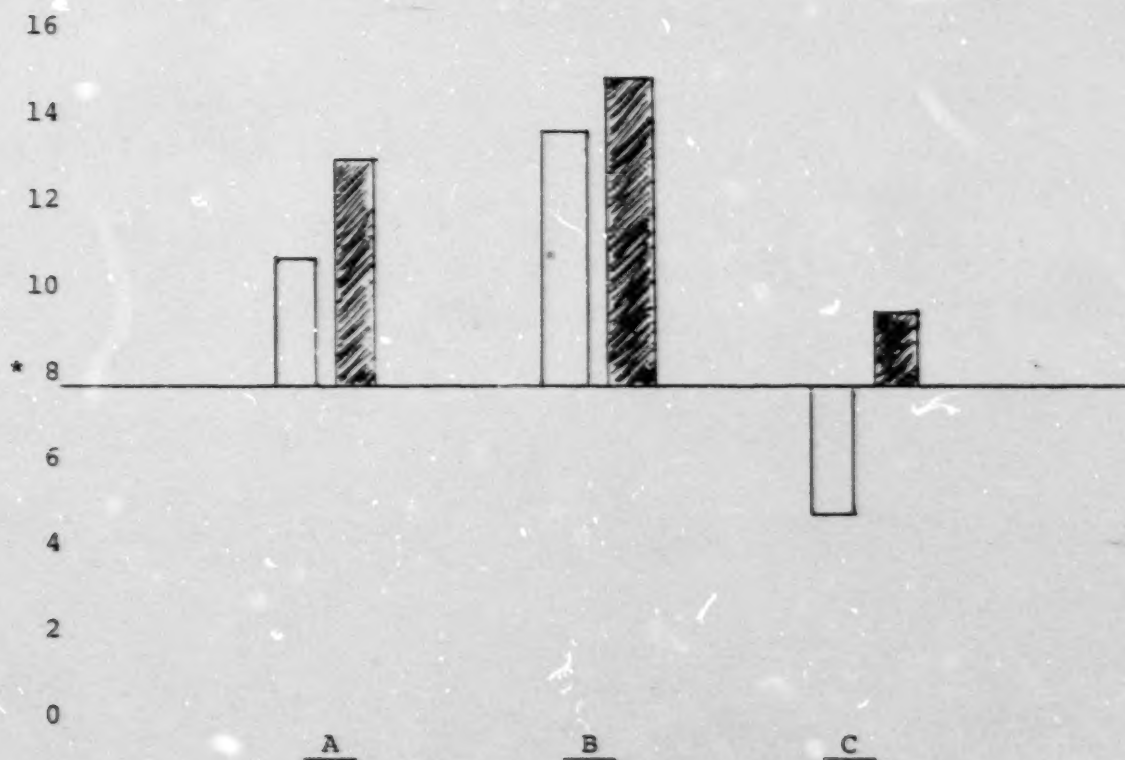
All tables displaying CADI data use a line marked $\bar{X}$ to represent the expected scores for Lexington #3 students. Non-shaded bars indicate the distance of the post test scores for the line. Shaded areas indicate the distance of the pre-test score from the line. No differences noted between fall and spring score are significant for the CADI.

TABLE 8

LEXINGTON COUNTY SCHOOL DISTRICT #3
RESEARCH AND DEVELOPMENT PROJECT IN CAREER EDUCATION

Career Awareness Development Inventory
Means and Standard Deviations
Grades 4-6 $N_1=315$; $N_2=196$

	$\bar{X}$		S.D.	
	Pre	Post	Pre	Post
A. Social Skills	10.90	12.86	2.51	3.26
B. Academic Skills	13.96	14.97	2.41	3.22
C. Aspiration Level	4.70	9.93	1.84	2.64
Total	29.25	37.76	4.65	5.51



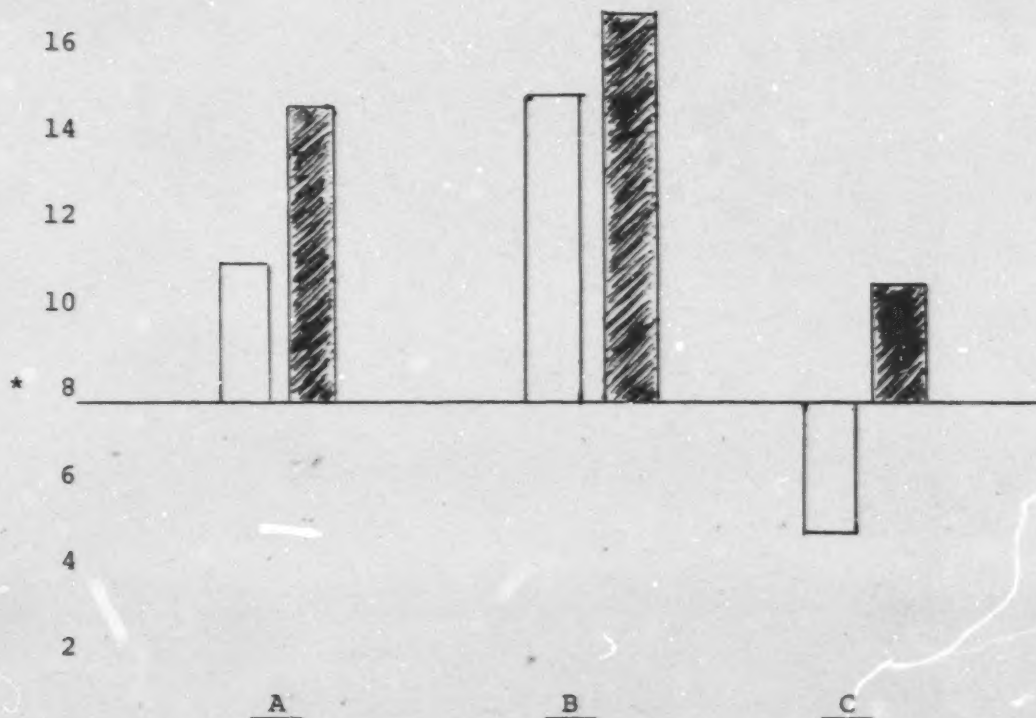
* This line represents the anticipated mean score for Lexington #3 Schools.

TABLE 9

LEXINGTON COUNTY SCHOOL DISTRICT #3
RESEARCH AND DEVELOPMENT PROJECT IN CAREER EDUCATION

Career Awareness Development Inventory
Means and Standard Deviations
Grades 7-8 $N_1=158$; $N_2=139$

	$\bar{X}$		S.D.	
	Pre	Post	Pre	Post
A. Social Skills	11.10	14.48	3.34	3.83
B. Academic Skills	14.78	16.77	3.61	3.06
C. Aspiration Level	4.48	10.79	2.55	2.65
Total	30.36	42.04	8.40	7.70



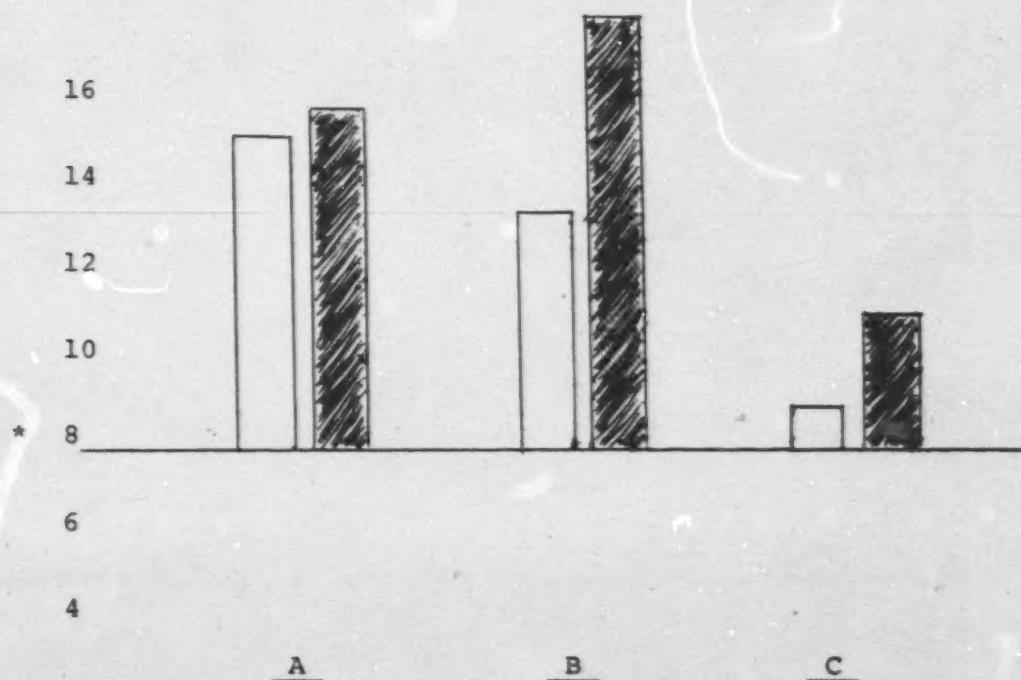
* This line represents the anticipated mean score for Lexington #3 Schools.

TABLE 10

LEXINGTON COUNTY SCHOOL DISTRICT #3
RESEARCH AND DEVELOPMENT PROJECT IN CAREER EDUCATION

Career Awareness Development Inventory
Means and Standard Deviations
Grades 9-12 $N_1=324$; $N_2=227$

	$\bar{X}$		S.D.	
	Pre	Post	Pre	Post
A. Social Skills	14.62	15.71	2.29	4.26
B. Academic Skills	13.03	17.97	1.93	3.71
C. Aspiration Level	8.25	11.14	2.63	2.79
Total	35.90	44.82	5.10	5.71



* This line represents the anticipated mean score for Lexington #3 Schools.

There is still much to be learned concerning the validity and reliability of this instrument. Since it was given to nearly 10,000 students during the spring of 1974, a technical report is planned for a later date.

The Decision Making Scale

The Decision Making Scale used in the spring of 1974 represents the third revision in the development of the DMS. Since there was a major revision after the fall administrations, pre-post scores are not available. This revision of the DMS has two subscales:

- 1) decision strategies indicate the frequency of the selection of six strategies by the students in decision situations;
- 2) attitude items indicative of student's attitude toward being placed in a decision responsible situation. (Items selected were taken from a series of items used to measure self concept and having face validity in this area).

Statistical Analysis and Interpretation

The Decision Strategies subscale scores are based on the average number of times students select six strategies in decision situations. If a student did not select a strategy, his score for that strategy would be 0. If he selected the same strategy for every decision situation, his score would be 8.

The Decision Attitude Subscale is presented on an item-by-item basis, since no standardization has been completed. One method of viewing the results of the DMS is to prioritize the six strategies from high to low mean scores to determine if the order of the strategies parallel the priority given the various strategies in teaching/learning experience. Strategy value (that is, one strategy being good) should be minimized.

In viewing the Attitude items, judgements should be based on the inconsistency among various related items; for example, "I like to decide things for myself" vs "I usually let other children have their way". Due to the experimental nature of this instrument, only gross conclusions should be drawn. However, the scale indicates that Lexington #3 Career Education students use three decision strategies most often: taking thought; doing as expected; continuing as before (make no decision). Further, attitudes of Lexington #3 students toward decision situations are not consistent across the items investigated.

TABLE 11

LEXINGTON COUNTY SCHOOL DISTRICT #3
RESEARCH AND DEVELOPMENT PROJECT IN CAREER EDUCATION

Elementary Decision Making Scale
Average Number of Times Certain Decision
Strategies Were Selected
Grades 4-6 N = 188

<u>Decision Strategy</u>	<u>Average # Times Selected</u>
Continue As Is	3.52
Flip a Coin	2.38
Copy Friends	2.63
Do As Expected	4.87
Seek Advice	3.47
Take Thought	6.09

Range 0-8

Expected Mean

TABLE 12

LEXINGTON COUNTY SCHOOL DISTRICT #3
RESEARCH AND DEVELOPMENT PROJECT IN CAREER EDUCATION

Secondary Decision Making Scale
Average Number of Times Certain Decision
Strategies Were Selected
Grades 7-8 N = 231

<u>Decision Strategy</u>	<u>Average # Times Selected</u>
Continue As Is	3.27
Flip a Coin	1.53
Copy Friends	2.39
Do As Expected	4.79
Seek Advice	3.27
Take Thought	6.41

Range 0-8

Expected Mean

TABLE 13

LEXINGTON COUNTY SCHOOL DISTRICT #3
RESEARCH AND DEVELOPMENT PROJECT IN CAREER EDUCATION

Percent of Students Responding YES
to Attitudinal Items in The
Decision Making Scale
Grades 4-6

<u>Item</u>	<u># Responding</u>	<u>Percent YES</u>
1. I usually do what I am supposed to.	186	55.9
2. I change my mind a lot.	186	61.3
3. I like to decide things for myself.	185	73.0
4. I like to follow rules.	184	73.9
5. Other pupils' ideas are better than mine.	187	51.9
6. It's hard for me to decide what to do.	186	69.9
7. I usually let other children have their way.	187	39.0
8. I like to try new things.	188	93.1
9. I like to be told what to do.	188	47.3
10. I would rather watch a game than play it.	188	38.8

TABLE 14

LEXINGTON COUNTY SCHOOL DISTRICT #3
RESEARCH AND DEVELOPMENT PROJECT IN CAREER EDUCATION

Percent of Students Responding YES
to Attitudinal Items in the
Decision Making Scale
Grades

<u>Item</u>	<u># Responding</u>	<u>Percent YES</u>
1. I usually do what is expected of me.	230	73.9
2. I like jobs that give me responsibility.	227	79.7
3. I change my mind a lot.	229	73.4
4. When I make decisions, I usually worry about results.	228	63.6
5. I like to solve difficult problems.	230	41.3
6. I like to be told what to do.	228	25.9
7. I would rather watch a game than play it.	228	28.1
8. I like to decide things for myself.	227	91.6
9. I like to try new things.	228	86.4
10. I like to follow rules.	226	52.2
11. Other pupils' ideas are better than mine.	203	33.5
12. It is hard for me to decide what to do.	203	50.2
13. I think I would make a good leader.	226	54.9
14. A person should fit his behavior to the group.	205	66.8
15. I have a lot of confidence in myself.	224	67.0

ATTACHMENT J

ANNUAL EVALUATION REPORT

1973-74

RESEARCH AND DEVELOPMENT PROJECT
IN CAREER EDUCATION

SPARTANBURG COUNTY SCHOOL DISTRICT # 5
DUNCAN, SOUTH CAROLINA

PREPARED BY:

Hugh I. Peck
Hugh I. Peck
Senior Consultant

SUBMITTED TO:

Mr. "Butch" Coan
Director, Career Education
Spartanburg School District #5
P. O. Box 307
Duncan, South Carolina 29334

REVIEWED BY:

G. R. Matson
Gerald R. Matson
Administrative Vice President

15 December, 1974

IBEX, Incorporated
2525 Erwin Road
Durham, North Carolina 27705

CONTENTS

PREFACE	.ii
SECTION I. EXECUTIVE SUMMARY AND RECOMMENDATIONS.	1
SECTION II. CONCEPTUAL BASIS FOR EVALUATION	6
SECTION III. INFORMATION NEEDS.	.10
Information Users.	.10
Information Domains.	.10
Evaluation Questions	.11
Evaluation Constraints	.13
SECTION IV. EVALUATION RESULTS.	.14
Student Self Concept.	.14
Student Relationships with the world of work	.50
Decision Making Skills.	.68

PREFACE

This is the final evaluation report for the 1973-74 evaluation of the Spartanburg School District #5, Duncan, South Carolina, Research and Development Project in Career Education. Though this document is prepared by IBEX, much of the contents are the results of an evaluation design conference with Spartanburg District #5 project and school staffs.

The project "year" for this report ended November 29, 1974; it began eighteen months earlier. The cooperation given by the Project Staff to the Evaluation Team deserves a special mention. They have been most helpful and cooperative throughout the evaluation effort. Further, the administration of the evaluation assessment battery was the responsibility of the participating staff. They were most cooperative.

Hugh I. Peck
Senior Consultant

IBEX, Incorporated

SECTION I. EXECUTIVE SUMMARY AND RECOMMENDATIONS

The U.S. Office of Education requires that all Part C Vocational Exemplary Projects have an independent third party evaluation. In response to a request for proposals from the South Carolina State Department, IBEX, Incorporated submitted a proposal in 1973 and was selected to perform this evaluation.

The evaluation activities began in the summer of 1973 with a design conference in Duncan, South Carolina. This conference set the parameters for the evaluation and specified the roles to be played by IBEX and the Project staff in carrying out the evaluation functions.

The IBEX evaluation team was headed by Dr. Hugh I. Peck, and included Mr. King Nelson, President of IBEX, Mr. Gerald Matson, Mr. Steve Davis and Mr. Steve Schulz of the IBEX staff.

Responsibility for the various evaluation functions was divided between IBEX and the Project staff, since much of the data collection and record-keeping was integral to the implementation of Project activities. Spartanburg School District #5 considered each grade level a unit for study and attempts were made to get at least 100 students at each grade level assessed as a part of the study. Members of the career education staff acted as test administrators.

Assessment of evaluation questions which were dealt with in detail by the Project staff are presented in another section of this report. All data collected and analyses performed by the Project staff were reviewed carefully by the evaluation team and found to be accurate.

The results of the evaluation are organized around four information domains or evaluation areas of interest. These domains are: (1) student self concept, (2) student relationships with the world of work, (3) student attitudes toward career development, and (4) student decision making skills.

The major results of the second year evaluation are summarized in the following paragraphs. A detailed presentation of the results of IBEX's evaluation is found in Section IV.

- Primary age children in Spartanburg School District #5 showed no significant gains in self concept as measured by the Self Observation Scales. Specifically, they showed no gains in Self Acceptance, Social Maturity, School Affiliation, Self Security, and Achievement Motivation between the fall of 1973 and the fall of 1974 (the period of this career education project).
- The first grade class of 1974 was significantly less mature on entering school than was the first grade class of 1973.
- During this period intermediate age children involved in the same project showed significant positive gains

(on the Intermediate Level SOS) in Self Acceptance, Social Maturity, Social Confidence, Peer Affiliation, Teacher Affiliation, Achievement Motivation, School Affiliation and Self Security. This is an unanticipated show of growth. Thus, indicating a gain in self concept during the upper elementary years not noted in many other areas.

- Middle school children showed gains in family, school and general aspects of self concept as measured by the Self Appraisal Inventory. The same group showed significant loss in peer relationships.
- On the same measure, high school students showed significant gains in family, school, and general areas of self concept; however, a significant loss was noted in the peer area of self concept.
- The overall pattern of scores (JAQ) from the Occupation Awareness Survey indicates that the Spartanburg School District #5 students were more aware of a greater number of occupations in the fall of 1974 than they were in the fall of 1973; however, certain jobs were ignored by some students. Patterns of occupational recognition across grade levels are programmatically very important. All tables reporting OAS Scores should occasionally be studied by project staff.
- Intermediate grade students showed significant gains in social skills, academic skills and economic awareness

as measured by the Career Awareness Development Inventory (CADI). Gains in economic awareness were exceptionally high compared to other projects.

- Middle school students showed the same pattern of gains on the CADI.
- Secondary students showed (on the CADI) significant gains in academic skills, aspiration level and economic awareness.
- As measured by the Decision Making Scale, Spartanburg School District #5 intermediate and middle school students employ the following decision strategies most often: taking thought, doing as expected, and continuing as before. Decision making skills in these students were not as strong as other areas assessed in this study.
- Attitudinally, the students are not consistent toward decision situations.

Recommendations

This is the final period of the Spartanburg School District #5 "Research and Development Project in Career Education". Any residual effects of this project on the entire school district will be greater if planned, than if left to chance. It is our professional recommendation that the following occur:

- A career education specialist be placed on the central office staff as a curriculum consultant.

- That this person be given responsibilities similar to any other discipline specialist to upgrade career education on a continual basis.
- That career education continue to be viewed as a fused part of the total curriculum, and each teacher assume responsibility for keeping herself/himself and her/his students current in occupational awareness.
- That some member of the Spartanburg School District #5 staff assume the responsibility of providing inservice education for teachers in teaching decision making skills.

SECTION II. CONCEPTUAL BASIS FOR EVALUATION

The strategy upon which this evaluation report builds is called Information Based Evaluation (IBE)*. This strategy has been successfully implemented on some forty projects at both state and local level over the past two years.

The concept of information utility is the overriding characteristic that differentiates "good" evaluation from "poor" evaluation and differentiates undisciplined data collection from information gathering. Judged by even modest standards of utility, educational research and evaluation has a pitifully poor record and the unfortunate educational manager or policy maker operating within this void must sift through mountains of data for those kernels of desired information.

In the social sciences in general, and in education in particular, the mechanisms do not exist for supplying information to those that need it. The traditional evaluation mechanism has not added much to the meager research contribution. Theoretically, evaluation should be a suitable mechanism, but it has suffered from growing pains and an obsession to separate itself clearly from the research model. The Information Based Evaluation model, hopefully, suffers from no such obsessions, except perhaps that of adhering strictly to the concept of information utility.

Another contributing factor to the inadequacy of present day evaluations has been the relationship between evaluation and

* A. Jackson Stenner, Information Based Evaluation Series Book 1: An Overview of Information Based Evaluation: A Design Procedure. Arlington, Virginia. IDEA Corp., 1972.

the performance objectives movement. The symbiotic growth these two concepts have enjoyed has served to reduce the full potential of educational evaluation. The crucial role performance objectives play in program management is obvious; however, the question arises as to what place objectives should have in evaluation. The Information Based Evaluation approach views program objectives as a focus of evaluation activity, but by no means the focus. More traditional approaches to evaluation have used performance objectives as the foundation for the planning and execution of evaluation activities. This procedure is considered inadequate for several reasons:

1. Basing evaluation on performance objectives restricts the focus of evaluation to intended outcomes, thus overlooking unintended outcomes which are potentially just as important.
2. Performance objectives provide a very inflexible basis for evaluation in that they are seldom changed during the program year, and thus information needs (which are fluid) cannot be adequately addressed.
3. Even if information on the attainment of all performance objectives is provided, important information is invariably ignored because objectives are not developed with information needs in mind, but rather are developed as guideposts for program management.

4. Objectives based evaluation often views each objective as a unique area of focus and thus important relationships are often overlooked.

If the program objectives are inadequate as a foundation for evaluation, what are the alternatives? How do we define the parameters of evaluation, i.e., what are the reference points? In objectives based evaluation, the reference points are the program objectives. In information based evaluation the reference points become the information users for the program and the information domains (needs). Capitalizing on these two reference points, a technique called domain analysis can be used to define and focus the direction of the evaluation.

Information based evaluation should not be considered as "objective free" evaluation. Information based evaluation recognizes the importance of program objectives, but only to the extent to which feedback on the objectives is considered important to information users. The overriding consideration is the type of questions about which relevant individuals desire answers. Priorities are established in both the information domain category (e.g., student cognitive growth) and the information user category (e.g., local superintendent) and the evaluation resources are expended to meet these identified priorities. An additional check on the adequacy of evaluation information is the extent to which the information leads to action. If no relationship exists between information and action, then the adequacy and/or quality of the evaluation effort is in doubt.

In polling the various information users, the evaluation team can often develop evaluation questions that relate to "unintended outcomes" or "shadow benefits". These questions occur because all information users are probably not supportive of the program procedures and/or objectives; thus, their information needs will highlight aspects of the program that would not receive attention in an objectives based evaluation effort. Program developers and program staff generally have a highly developed commitment for the program and are myopic in viewing the outcomes of the program. The possibility that the program may cause some negative side effects is very difficult for them to comprehend, let alone accept. However, individuals or factions that have been against the program from the start are generally more than capable and willing to identify potential weaknesses and unintended outcomes. Therefore, in serving each information user, the evaluation team can gain a balanced view of the program.

Information based evaluation recognizes that an evaluation must be dynamic if it is to be responsive. Program objectives rarely change during the project year, thus the objectives based evaluation is static and methodical in responding to the information requirements. Information based evaluation accepts the fact that information needs are fluid, and new questions are posed throughout the program cycle.

III. INFORMATION NEEDS

Information Based Evaluation (IBE) rests on three major components: information users, information domains and evaluation questions. At the evaluation design conference with Spartanburg #5 staff, these three components were carefully viewed and given priority rank in the Career Education evaluation.

Information Users

Those who needed or desired information about a particular project or program in the semantics of the IBE were called information users. For Spartanburg #5, the following priority list of users was adopted:

- Teachers
- Career Education Staff
- Guidance Staff
- Superintendent and Board
- State Department of Education
- Students
- Principals
- U.S. Office of Education
- Parents
- Business and Industry
- Professional Community

Information Domains

A general area of concern for project or program staff and participants is called an information domain. For this project the following list of domains was adopted:

Student Outcomes:
attitudes
self concept
achievement
holding power

Staff Attitudes:
teachers
administrators
Career Education Staff

Instructional Strategies

Career Knowledge:
free enterprise
decision making

Cost Analysis

Evaluation Questions

The following list of evaluation questions was organized by information domains. During the course of the evaluation, additional questions arose which were answered with the available data elements, and were added to the following lists:

Evaluation Questions by Domains

Student Outcomes:

1. Do students show improvement in self concepts over the life of the project?
2. Do students show improvement in attitude toward school and its components over the life of the project?
3. Does the school district increase its holding power as a result of the project?
4. Do students' achievement test scores show patterns of increase at the beginning and over the life of the project?
5. What are the interrelationships of self concept, attitudes, achievement and holding power?

Staff Attitudes

6. Do teachers feel that career education has strengthened the instructional program?
7. Do administrators feel that career education has strengthened the instructional program?
8. Do career education staff feel that career

education has strengthened the instructional program?

Instructional Strategies

9. What instructional strategies encouraged by Career Education did teachers adopt?
10. What instructional strategies and teacher characteristics lead to student success in career education and in school?
11. To what extent do teachers infuse Career Education in their classroom activities?

Career Knowledge

12. How many students participated in job or job simulated experiences?
13. Has the student increased in his knowledge of career opportunities?
14. Does the student recognize the components in decision making?
15. Does the student recognize dignity in all work?
16. Does the student understand the interdependency of careers?

Cost Analysis

17. What are the component costs of the project?
18. What are the per pupil start-up maintenance costs of the Career Education Project?

Evaluation Constraints

No evaluation effort is devoid of constraints or limitations. Thus, it was imperative that these constraints be considered from the beginning of the evaluation and the procedures were established to work within these constraints. Two major constraints, time and resources, were of primary importance.

For this project \$6,223.00 was allotted. It was necessary to delete some desirable information needs to stay within this constraint. Principals agreed to one and one-half hours of student time in the fall and spring assessment periods. To meet this constraint, a modified sampling matrix using test, grade and class as variables were adopted. Thus, all students did not take all tests. Each student had one hour to one hour and fifteen minutes of actual testing time.

All students in Spartanburg School District #5 participated in the Career Education Project. Thus, no control group was necessary for the study. The project year was from June, 1973 to November, 1974.

Teachers were involved in 45 minutes of inservice training in test administration, one hour of inventory administration, and fifteen minutes a day for one week to complete a strategies log.

SECTION IV. EVALUATION RESULTS

This section is organized around four major information domains or evaluation areas of interest. These domains are: (1) student self concept, (2) student relationships with the world of work, (3) student attitudes toward career development, and (4) decision making skills.

Student Self Concept

A first objective of career education at the elementary level is "to enable students to develop a more positive self concept and greater understanding of self". The following explanation is taken from another source. However, it provides important background for understanding the results of the Self Observation Scales, presented later.

Between the ages of five and twelve, the self concept begins to crystallize. During this period (termed the latency period by many authors), the child matures considerably in the physical, cognitive and affective areas. He confronts his environment with an increasingly stable set of feelings, attitudes and behaviors which are based, to a large extent, on his self concept which is, likewise, stabilizing. As the child becomes older he becomes more sure of what he likes and dislikes, who he likes and dislikes, what he enjoys doing and what he dislikes doing, how he sees his future and what he will be doing in this future, he begins to plan, and his aspirations and hopes tend to be consistent with the way he

values himself, which, in turn, is dictated in large part by how he perceives others value him.

Although the early school years are characterized by a crystallization of self, the child also begins to differentiate. The self concept of the five-year-old views most things as a dichotomy: people are good or bad, food is good or bad, places are happy or sad places to be, other children are friendly or mean. As the six-year-old enters first grade, new demands are placed on him. He is expected to interact with unfamiliar children and authority figures and, to a great extent, his well being is determined by how successfully he negotiates these new demands. It is these early school years that have a truly profound impact on the child's self concept development. Never before has he been consistently, objectively and sometimes coldly, judged by peers and adults. He is unable to separate himself from his actions so that reprimands and criticism often become viewed as direct threats to self. With this background information we now turn to the correlates of a positive and negative self concept, respectively.

The positive Self Concept*

Children with positive self concepts are, first of all, confident about their ability to meet everyday problems and demands. They are confident about their relationships with other people and take pleasure in mutual interdependence, in needing others and in being needed. Autonomy and interdependence are beginning to take shape.

* The profiles for a "positive" and "negative" self concept are drawn from the results of the national validation and norming of the Self Observation Scales.

Children with strong self concepts view themselves as desirable and valuable contributors to the well being of those around them. They see themselves as deserving of attention and love and feel they are capable of reciprocating. They compare themselves favorably with their peers and feel that authority figures are supportive and interested in them as individuals. These children tend to be comparatively independent and reliable. These qualities may stem from their feelings of sufficiency and adequacy in new and challenging situations. They are relatively free from anxiety, nervousness, excessive worry, tiredness and loneliness. They report being happy with the way they look and would not change their appearance if they could.

Children with a positive view of themselves enjoy interacting with their peers and see themselves as on a par with their peers in most situations, while occasionally professing superiority in certain areas. They recognize the social consequences of certain "asocial" actions and see the benefits of give-and-take in social interactions. These children are able to admit that they make mistakes and that they sometimes hurt other people, but they apparently do not view these admissions as major threats to self.

Behaviorally, these children are seldom designated as problem children. They usually appear comparatively calm, keep their hands to themselves and, although they are frequently competitive, they express aggression when external considerations warrant aggressive behavior. They express dissatisfaction with their own poor performances but relatively seldom make self deprecating remarks. They react positively to constructive criticism, can

accept praise well, and derive obvious pleasure from a job well done.

Scholastically, children with positive self concepts tend to be above expectation in reading and mathematics. They tend to attain higher scores on standardized achievement tests than would be predicted from ability tests. These children are positive toward school and view it as a happy, worthwhile place to be.

The Negative Self Concept

Children with poor self concepts are insecure and pessimistic about their ability to meet everyday problems and demands and they are unsure about their relationships with others. They often tend to be either overly dependent and withdrawn or overly aggressive with apparently minimal overt needs for social interaction and, in each case, growth toward autonomy appears stunted and retarded. These children view themselves as undesirable and, through their often inappropriate behavior (which is, although inappropriate, usually quite consistent with the way the children feel about themselves), they are regularly reinforced in these feelings.* They report not being needed by significant others and do not feel that others care about them as individuals. They compare themselves unfavorably with their peers and frequently report being inferior to their peers in age-appropriate activities. Authority figures represent a threat to children with poor self

*Modifying the truism from the financial world that "the rich get richer and the poor get poorer", we can say that children with strong self concepts get positive reinforcement and, thus get stronger, while those with weak self concepts get negatively reinforced and thus, get weaker.

concepts.

These children are threatened in social interactions and prefer to play with younger children. They report a desire to dominate in peer-oriented activities, i.e., always wanting to be first or always wanting to be the leader, and yet, would prefer to play alone if given a choice. They tend to be quitters and are satisfied with poor performance (again, poor performance is consistent with the way these children view themselves). These children find it difficult to admit to even common mistakes and are quite insensitive to other people's feelings.

Behaviorally, these children are frequently labeled as problem children. The acting out, aggressive, verbally disruptive child has a markedly lower self concept than does the "healthy" child. Likewise, the insecure, withdrawn, quiet child also has a low self concept, but his inadequacies are manifested differently from the aggressive child. These children respond negatively to criticism and, surprisingly, they often respond inappropriately or even negatively to praise because positive feelings are inconsistent with the way these children feel about themselves.

Scholastically, children with poor self concepts tend to be below average in reading and mathematics. They tend to obtain lower scores on standardized achievement tests than would be predicted from ability tests. These children are negative toward school and view it as an unhappy place to be.

As a measure of children's self concepts, the Self Observation Scales (SOS) were used in this evaluation. The SOS is a

direct, self report, group administered instrument comprised of fifty items at the primary level (K-3) and sixty items at the intermediate level (4-6).

The primary level of the SOS measures five dimensions of children's self concept. Each scale is labeled in a positive manner with high scores being most characteristic of the scale name.

The scales are as follows:

Self Acceptance

Children with high scores view themselves positively and attribute to themselves qualities of happiness, importance, and general competence. They see themselves as being valued by peers, family and teachers. Children with low scores see themselves as unhappy, lacking in general competence and of little importance to others.

Social Maturity

Children with high scores on this scale know how they are supposed to think and feel in a variety of social situations. They have learned the importance of such notions as "fair play", "sharing", "perseverance," "helpfulness", and "generosity". Children with low scores on this scale have not learned these notions and are likely to evidence behaviors that most adults would characterize as selfish, inconsiderate or immature.

School Affiliation

Children with high scores view school as a positive influence in their lives. They enjoy going to school, and they enjoy the activities associated with school. Children with low scores view school as an unhappy place to be. They do not enjoy most school related activities and are negative about the importance of school in their lives.

Self Security

Children with high scores report a high level of emotional confidence or stability. They feel that they are in reasonable control of the factors that affect their lives and spend little time worrying over possible troubles. Children with low scores on this scale worry a great deal. They are concerned that something bad may happen and report feelings of nervousness.

Achievement Motivation

This is a special scale, relating achievement and ability to self concept. High scores indicate increased probability that the child will achieve well relative to ability; low scores indicate increased probability that the child will not achieve as well as might be expected on the basis of his ability. This scale is considered to be experimental, and we recommend that its use for individual assessment be deferred pending the results of our current program of confirmatory analyses.

The Intermediate level of the SOS measures the same five dimensions of children's self concept and adds three additional

scales, as follows:

Social Confidence

Children with high scores on this scale feel confident of their ability to relate successfully in social situations. They feel confident that they can make friends easily, and that they are valued and enjoyed by their friends. Children with low scores have difficulty making friends, do not feel valued by others and see other people as being more socially adept than themselves.

Teacher Affiliation

Children with high scores on this scale like their teachers. They see the teacher as helpful, attentive, understanding, generous. Children with low scores on this scale see the teacher as arbitrary, inconsiderate of children, and/or a source of emotional pain.

Peer Affiliation

Children with high scores on this scale consider their relationships with other children to be both of high quality and of considerable importance to them. They see themselves as approved of and valued by their peers. They like to be with other children. Children with low scores do not see their peer relationships as an asset. They see other children as unfriendly, they have few friends, and do not accept the responsibilities of friendship easily.

Scoring of the SOS is based on national norms. For each scale, a child receives a standard score (T score), representing a distribution with a mean of 50 (fifty) and a standard deviation

of 10. National percentile and stanine equivalents of this standard score also are provided. Responses to individual items are not given.

Tables 1 through 4 present the results of the administration of the SOS to primary students. Tables 5 through 8 present the results of the administration of the SOS to intermediate students. Tables 9 through 15 present the results of the administration of the SAI to Spartanburg School District #5 students. All results are presented on a pre-post basis. Pre is defined as the fall of 1973 and post as the fall of 1974.

Based on standard scores having a mean of 50 and a standard deviation of 10, these results indicate that:

- Primary age children in Spartanburg School District #5 showed no significant gains in Self Acceptance, Social Maturity, School Affiliation, Self Security and Achievement Motivation between fall of 1973 and fall of 1974 (the period of this career education project).
- Intermediate age children in this project showed significant gains in all aspects of self concept measured by the SOS; Self Acceptance, Social Maturity, School Affiliation, Self Security, Social Confidence, Peer Affiliation, and Teacher Affiliation. This is an excellent record.
- Middle school children showed gains in family, school and general aspects of self concept as measured by the Self Appraisal Inventory.
- The same group showed significant loss in peer relationships.

- On the Self Appraisal Inventory, high school students showed significant gains in the family, school, and general aspects of self concept, however, they showed a significant loss in peer aspects of self appraisal.

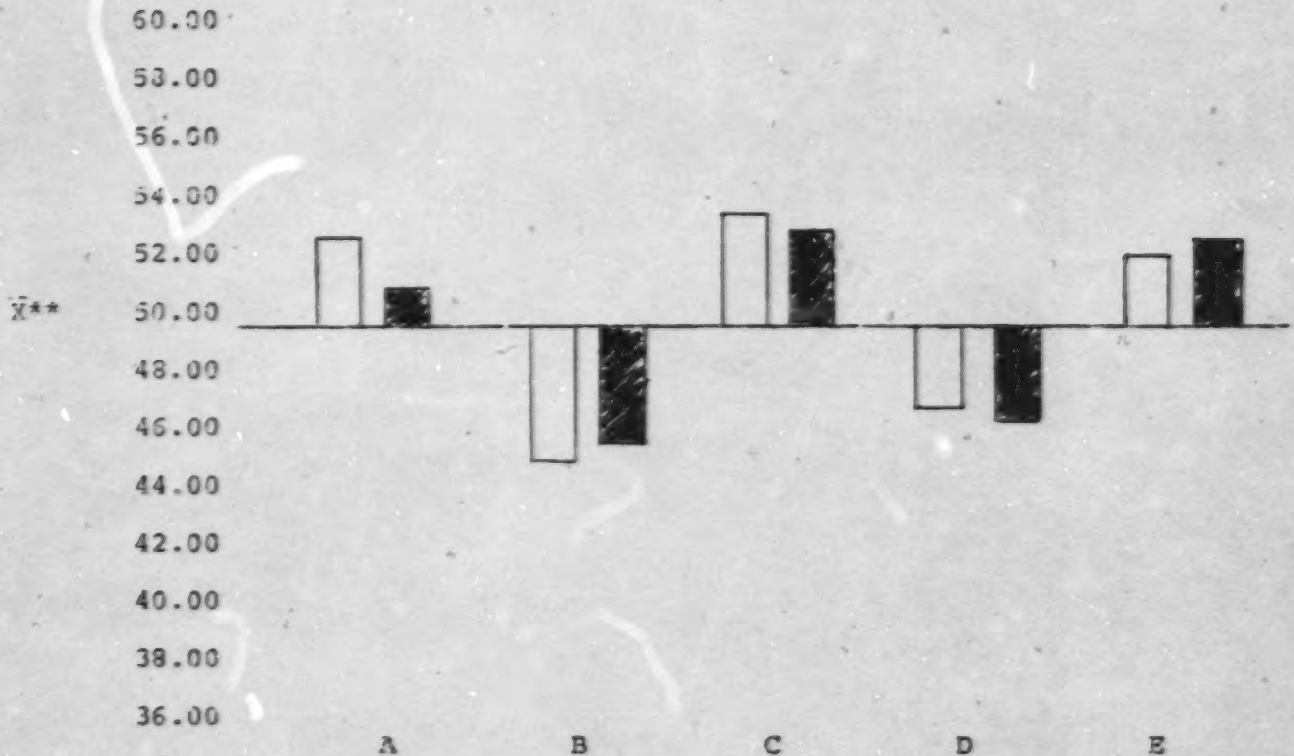
In summary, the results of the Self Observation Scales (SOS) and the Self Appraisal Inventory (SAI) indicate that the project students showed positive increases in their self concepts. Only School and Peer Affiliation showed slight loss at some grade levels.

TABLE 1

SPARTANBURG COUNTY SCHOOL DISTRICT #5
RESEARCH AND DEVELOPMENT PROJECT
IN CAREER EDUCATION
1973-74

Primary Self Observation Scales*
Means and Standard Deviations
Grades K-3 $N_1=206$ $N_2=446$

	Pre	$\bar{X}$	Post	Pre	S.D.	Post
A. Self Acceptance	52.19		50.94	6.85		8.88
B. Social Maturity	44.56		44.61	9.32		10.96
C. School Affiliation	52.99		52.63	7.93		7.83
D. Self Security	46.77		46.05	10.05		11.31
E. Achievement Motivation	52.01		52.44	8.19		9.31



* These scores are not comparable with those in the interim report, since new normative procedures were designed in early 1974.

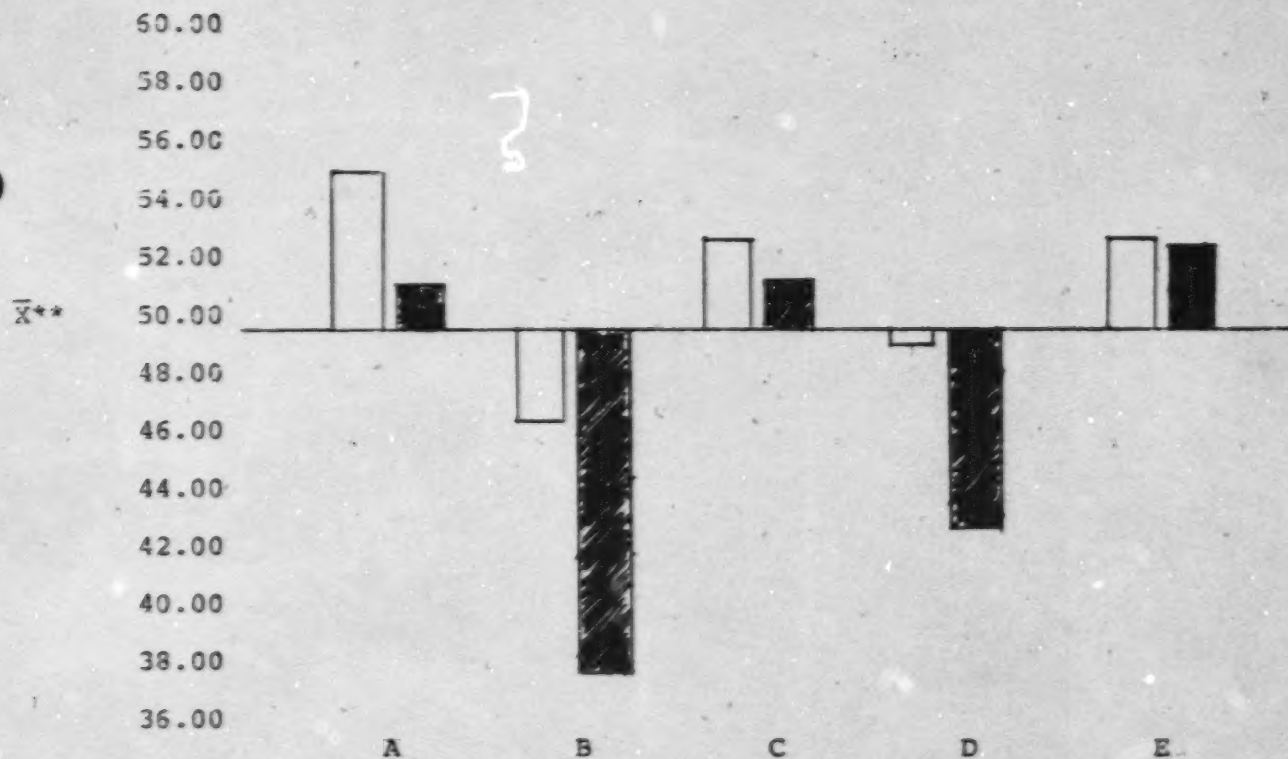
** 50.00 is a mean "T" with a forced S.D. of 10, based on normative procedures.

TABLE 2

SPARTANBURG COUNTY SCHOOL DISTRICT #5
RESEARCH AND DEVELOPMENT PROJECT
IN CAREER EDUCATION
1973-74

Primary Self Observation Scales*
Means and Standard Deviations
Grades 1 $N_1 = 70$; $N_2 = 150$

	$\bar{X}$		S.D.	
	Pre	Post	Pre	Post
A. Self Acceptance	54.51	51.35	5.30	8.04
B. Social Maturity	46.02	37.96	10.25	9.06
C. School Affiliation	52.71	51.59	6.49	6.86
D. Self Security	49.92	42.41	7.88	11.56
E. Achievement Motivation	52.16	52.14	8.11	9.05



* These scores are not comparable with those in the interim report, since new normative procedures were designed in early 1974.

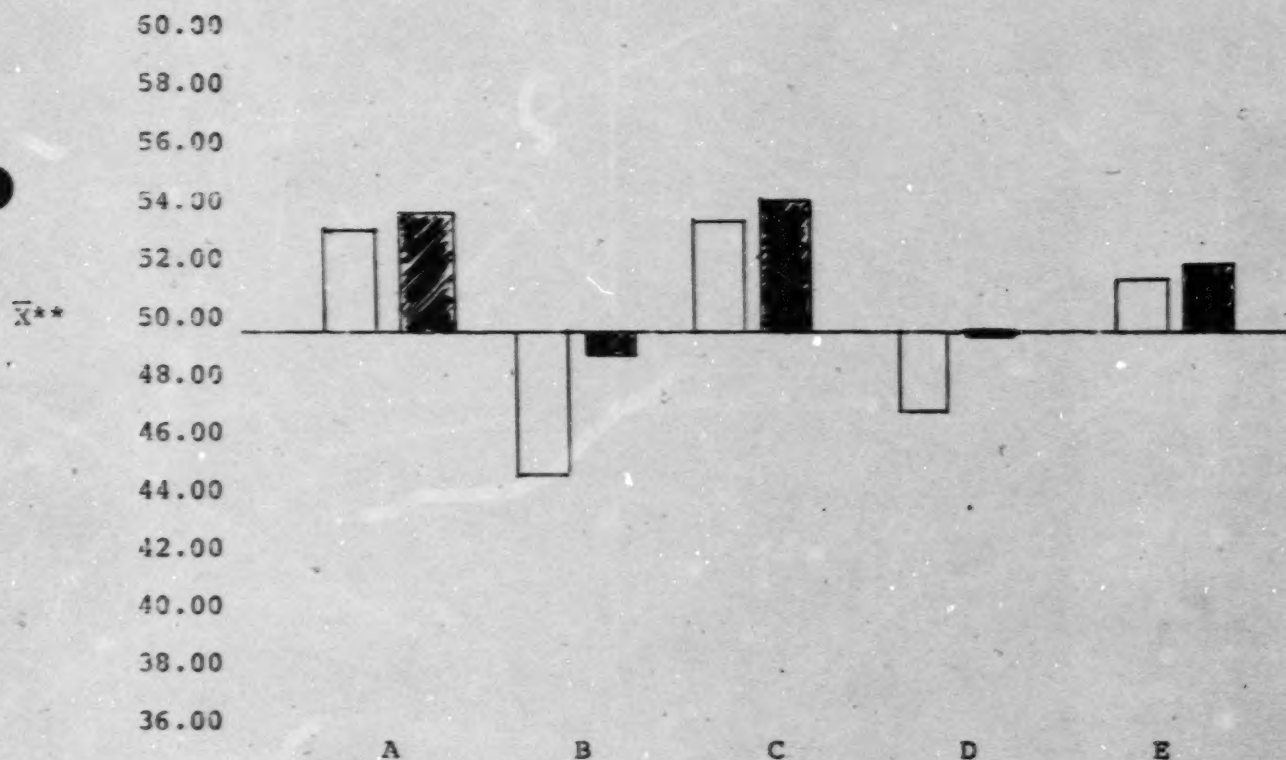
** 50.00 is a mean "T" with a forced S.D. of 10, based on normative procedures.

TABLE 3

SPARTANBURG COUNTY SCHOOL DISTRICT #5
RESEARCH AND DEVELOPMENT PROJECT
IN CAREER EDUCATION
1973-74

Primary Self Observation Scales*
Means and Standard Deviations
Grades 2 $N_1=76$; $N_2=149$

	Pre	$\bar{X}$	Post	Pre	S.D.	Post
A. Self Acceptance	53.10		53.31	5.46		7.60
B. Social Maturity	44.06		48.65	9.06		9.90
C. School Affiliation	53.25		53.62	7.23		7.79
D. Self Security	46.57		50.00	10.05		10.65
E. Achievement Motivation	51.47		51.94	8.50		8.91



* These scores are not comparable with those in the interim report, since new normative procedures were designed in early 1974.

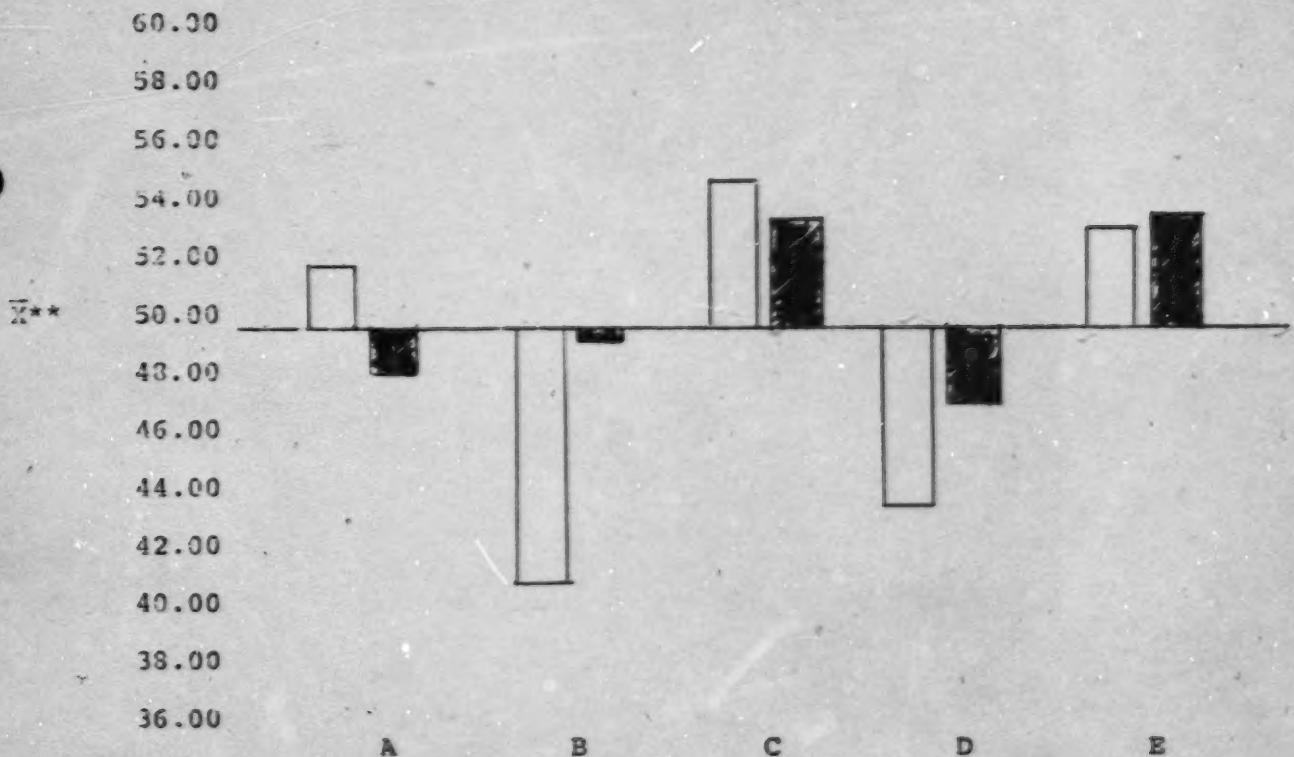
** 50.00 is a mean "T" with a forced S.D. of 10, based on normative procedures.

TABLE 4

SPARTANBURG COUNTY SCHOOL DISTRICT #5
RESEARCH AND DEVELOPMENT PROJECT
IN CAREER EDUCATION
1973-74

Primary Self Observation Scales*
Means and Standard Deviations
Grades 3 $N_1=70$; $N_2=105$

	$\bar{X}$		S.D.	
	Pre	Post	Pre	Post
A. Self Acceptance	51.86	48.00	6.79	10.27
B. Social Maturity	40.73	49.62	7.96	10.06
C. School Affiliation	54.16	53.06	7.43	9.06
D. Self Security	43.52	46.87	10.54	10.66
E. Achievement Motivation	52.47	52.93	8.47	9.84



* These scores are not comparable with those in the interim report, since new normative procedures were designed in early 1974.

** 50.00 is a mean "T" with a forced S.D. of 10, based on normative procedures.

TABLE 5

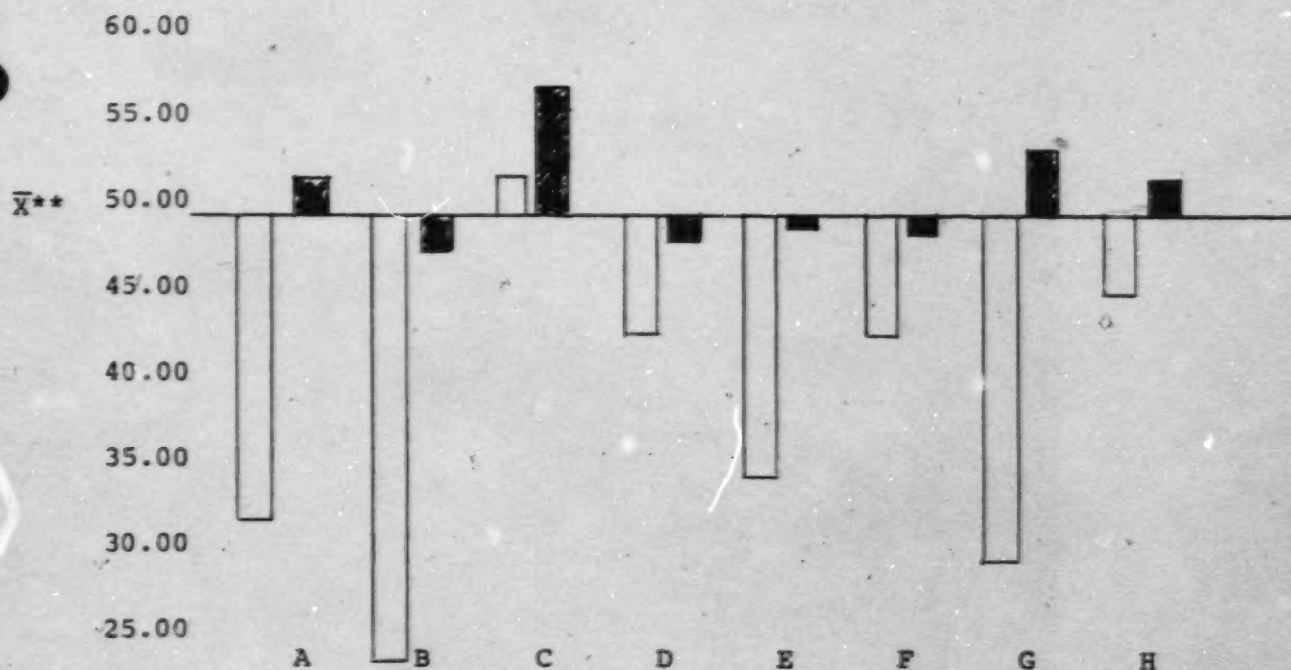
SPARTANBURG COUNTY SCHOOL DISTRICT #5
RESEARCH AND DEVELOPMENT PROJECT
IN CAREER EDUCATION
1973-74

Intermediate Self Observation Scales*
Means and Standard Deviations

Grades 4-6

$N_1 = 510, N_2 = 473$

	$\bar{X}$		S.D.	
	Pre	Post	Pre	Post
A. Self Acceptance	30.93	51.44	6.39	9.46
B. Social Maturity	23.71	47.83	10.05	10.59
C. School Affiliation	50.71	55.54	7.97	10.26
D. Self Security	40.96	48.29	6.29	10.77
E. Social Confidence	34.44	48.83	5.40	9.99
F. Peer Affiliation	41.28	48.00	7.30	10.43
G. Teacher Affiliation	28.35	52.35	7.72	7.77
H. Achievement Motivation	44.81	50.59	11.89	9.30



* These scores are not comparable with those in the interim report, since new normative procedures were designed in early 1974.

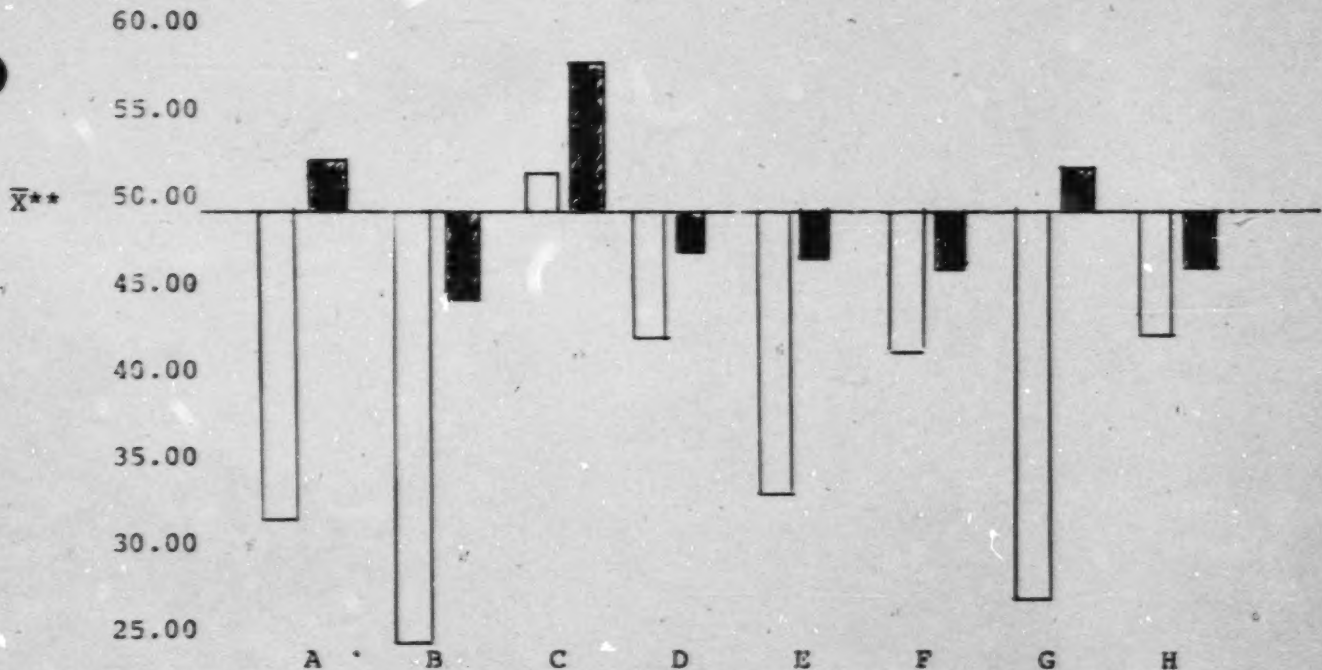
** 50.00 is a mean "T" with a forced S.D. of 10, based on normative procedures.

TABLE 6

SPARTANBURG COUNTY SCHOOL DISTRICT #5
RESEARCH AND DEVELOPMENT PROJECT
IN CAREER EDUCATION
1973-74

Intermediate Self Observation Scales*
Means and Standard Deviations
Grades 4 $N_1=265, N_2=158$

	Pre	$\bar{X}$	Pre	S.D.	Post
		Post		Post	
A. Self Acceptance	30.83	51.26	6.09	9.16	
B. Social Maturity	23.85	44.48	10.00	11.52	
C. School Affiliation	51.55	58.67	8.44	9.68	
D. Self Security	41.14	47.07	6.34	11.19	
E. Social Confidence	34.33	46.94	5.33	10.09	
F. Peer Affiliation	41.13	45.77	7.19	9.70	
G. Teacher Affiliation	28.64	52.25	7.41	7.33	
H. Achievement Motivation	43.38	45.77	12.49	9.70	



* These scores are not comparable with those in the interim report, since new normative procedures were designed in early 1974.

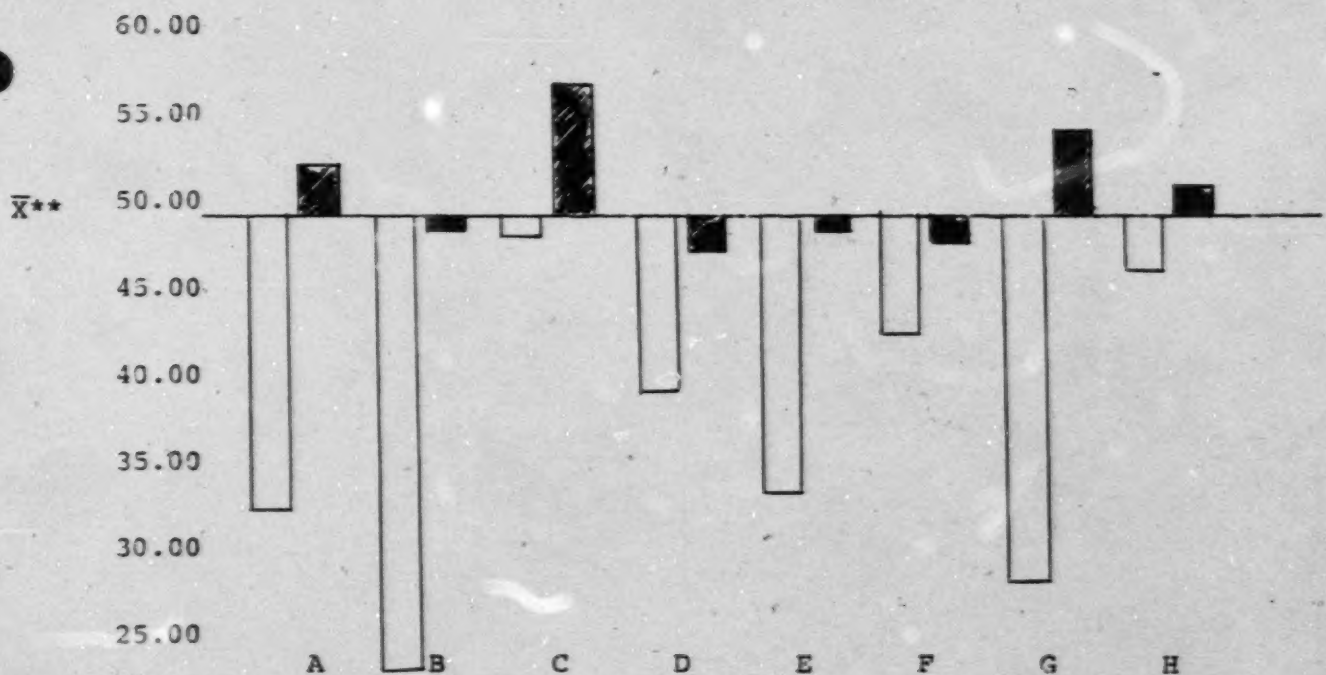
* * 50.00 is a mean "T" with a forced S.D. of 10, based on normative procedures.

TABLE 7

SPARTANBURG COUNTY SCHOOL DISTRICT #5
RESEARCH AND DEVELOPMENT PROJECT
IN CAREER EDUCATION
1973-74

Intermediate Self Observation Scales*
Means and Standard Deviations
Grades 5 $N_1=111, N_2=158$

		$\bar{X}$		S.D.	
	Pre	Post	Pre	Post	
A. Self Acceptance	30.71	52.76	6.14	9.04	
B. Social Maturity	23.76	49.81	9.56	8.66	
C. School Affiliation	49.50	56.00	7.58	9.17	
D. Self Security	39.83	47.79	6.35	10.24	
E. Social Confidence	33.40	49.49	4.59	9.75	
F. Peer Affiliation	40.83	48.33	7.32	11.43	
G. Teacher Affiliation	27.86	53.43	7.38	6.84	
H. Achievement Motivation	46.31	50.82	11.02	8.88	



* These scores are not comparable with those in the interim report, since new normative procedures were designed in early 1974.

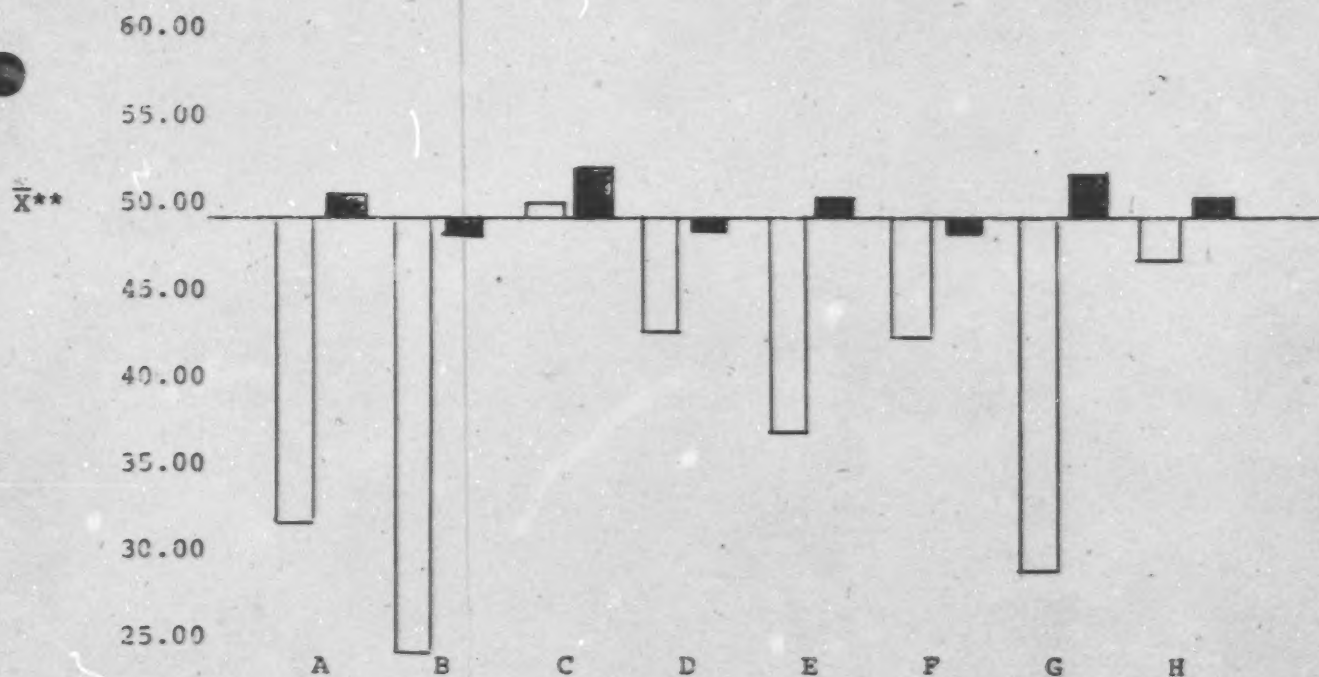
* * 50.00 is a mean "T" with a forced S.D. of 10, based on normative procedures.

TABLE 8

SPARTANBURG COUNTY SCHOOL DISTRICT #5
RESEARCH AND DEVELOPMENT PROJECT
IN CAREER EDUCATION
1973-74

Intermediate Self Observation Scales*
Means and Standard Deviations
Grades 6 $N_1 = 134, N_2 = 173$

	Pre	$\bar{X}$	Post	Pre	S.D.	Post
A. Self Acceptance	31.37		50.51	7.15		9.97
B. Social Maturity	24.71		49.27	10.53		10.48
C. School Affiliation	50.03		52.30	7.15		10.72
D. Self Security	41.53		49.82	6.09		10.68
E. Social Confidence	35.52		50.02	5.99		9.90
F. Peer Affiliation	42.58		49.79	7.37		10.04
G. Teacher Affiliation	28.22		51.55	8.59		9.02
H. Achievement Motivation	46.40		50.22	11.05		9.77



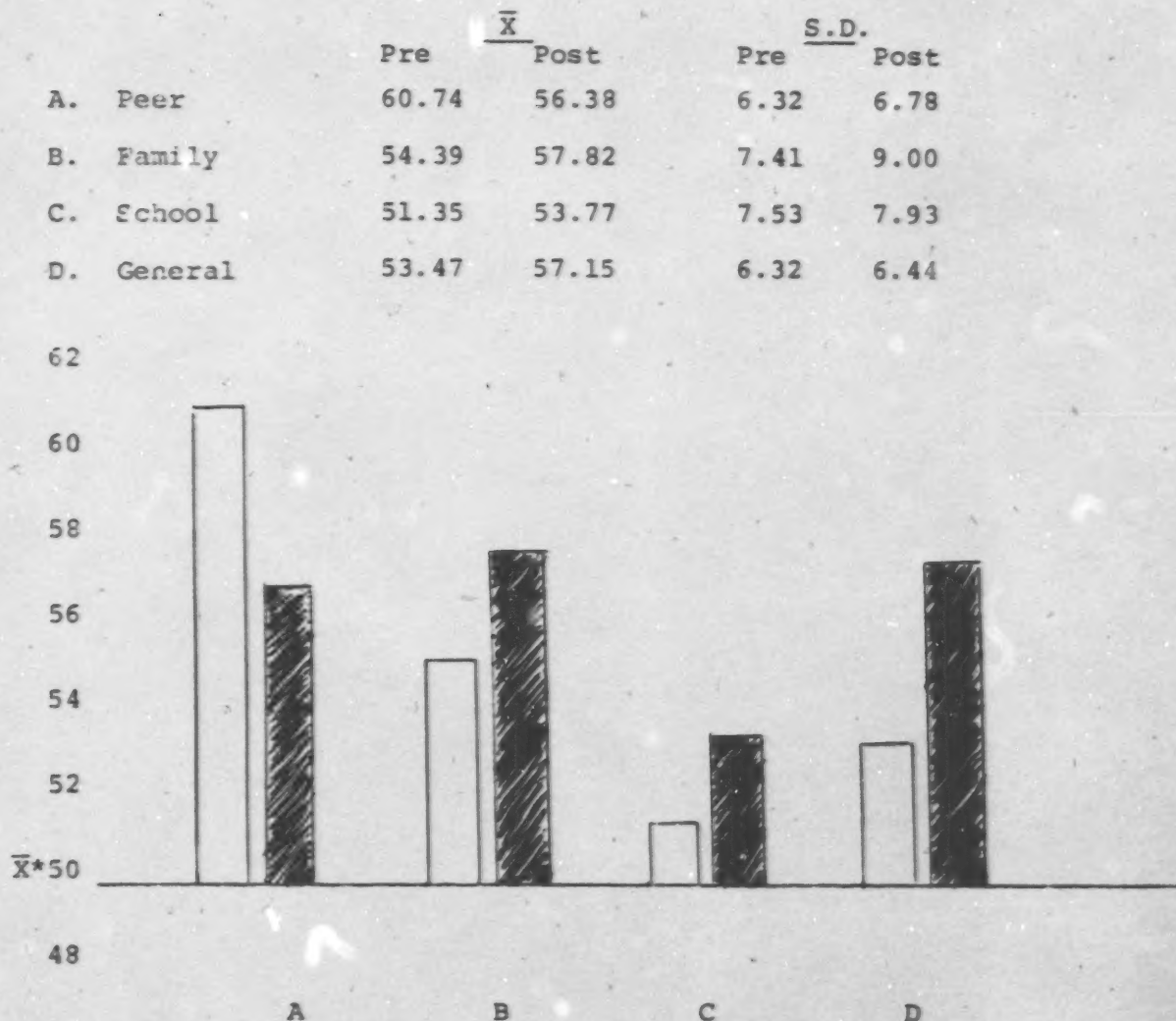
* These scores are not comparable with those in the interim report, since new normative procedures were designed in early 1974.

* * 50.00 is a mean "T" with a forced S.D. of 10, based on normative procedures.

TABLE 9

SPARTANBURG COUNTY SCHOOL DISTRICT #5
RESEARCH AND DEVELOPMENT PROJECT
IN CAREER EDUCATION
1973-74

Secondary Self Appraisal Inventory
Means and Standard Deviations
Grades 7-12 $N_1=776$, $N_2=672$



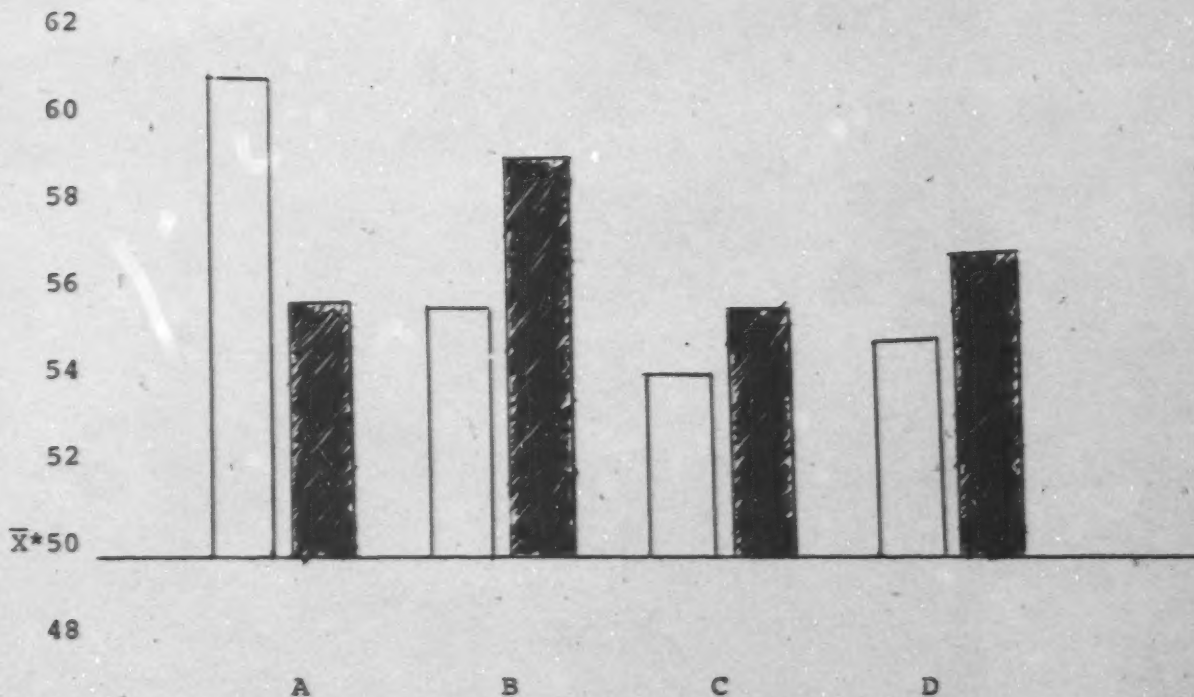
* 50 is an assumed mean based on midpoint of the scale, not on any normative procedure.

TABLE 10

SPARTANBURG COUNTY SCHOOL DISTRICT #5
RESEARCH AND DEVELOPMENT PROJECT
IN CAREER EDUCATION
1973-74

Secondary Self Appraisal Inventory
Means and Standard Deviations
Grades 7 $N_1=170$, $N_2=155$

	Pre	$\bar{X}$	Post	Pre	S.D.	Post
A. Peer	60.27		55.75	6.39		7.80
B. Family	55.63		58.68	7.45		9.70
C. School	53.99		55.44	7.17		8.94
D. General	54.23		56.66	6.55		7.39

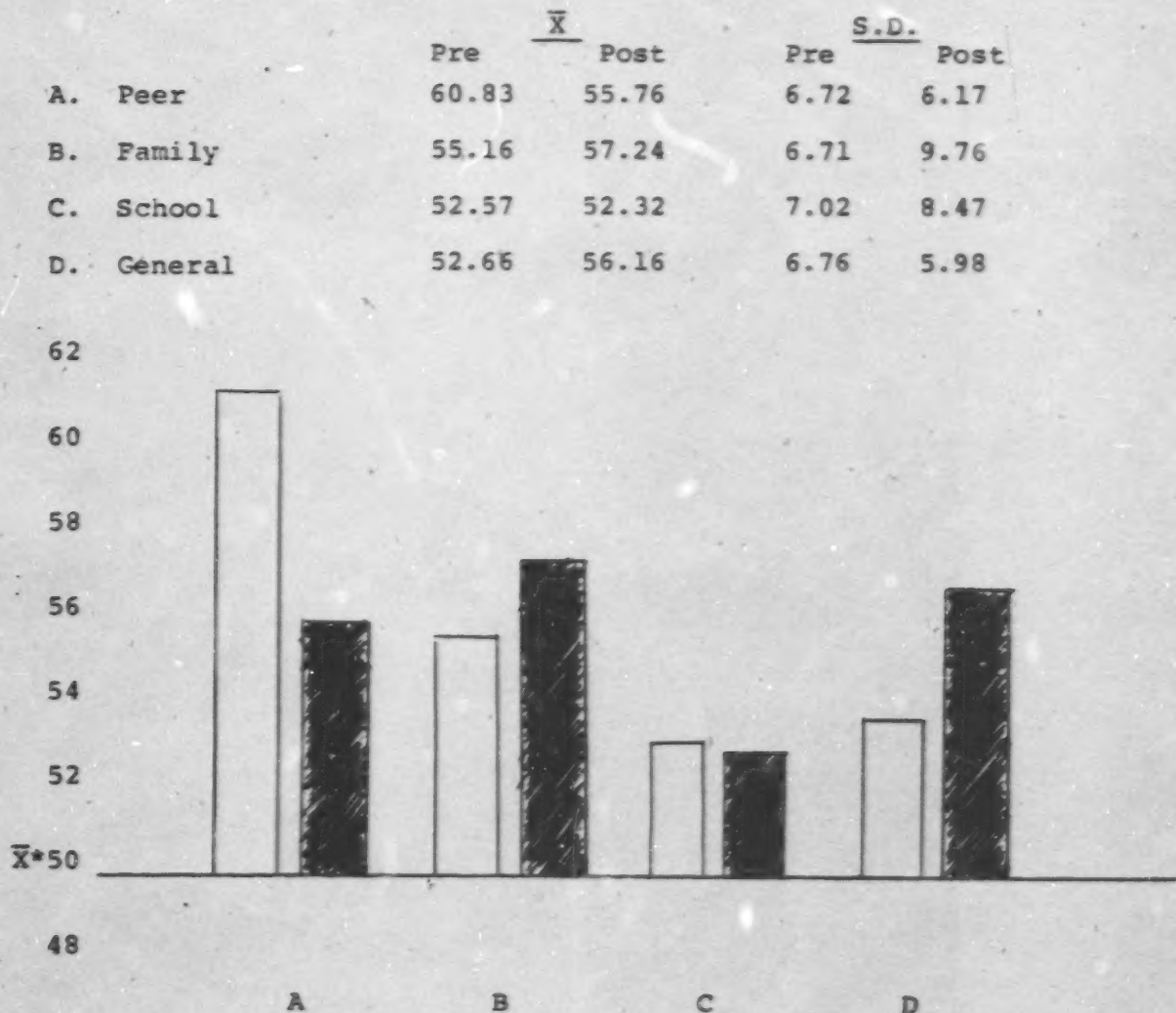


* 50 is an assumed mean based on midpoint of the scale, not on any normative procedure.

TABLE 11

SPARTANBURG COUNTY SCHOOL DISTRICT #5
RESEARCH AND DEVELOPMENT PROJECT
IN CAREER EDUCATION
1973-74

Secondary Self Appraisal Inventory
Means and Standard Deviations
Grades 8 $N_1 = 153$, $N_2 = 158$



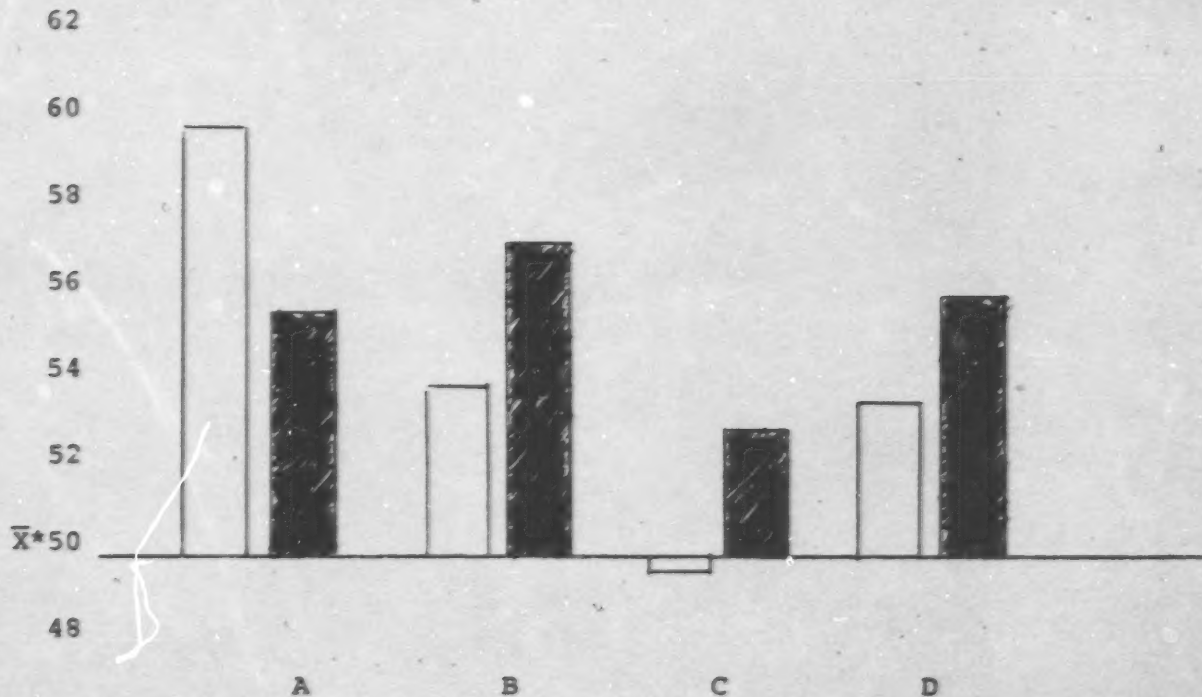
* 50 is an assumed mean based on midpoint of the scale, not on any normative procedure.

TABLE 12

SPARTANBURG COUNTY SCHOOL DISTRICT #5
RESEARCH AND DEVELOPMENT PROJECT
IN CAREER EDUCATION
1973-74

Secondary Self Appraisal Inventory
Means and Standard Deviations
Grades 9 $N_1 = 136$, $N_2 = 95$

	Pre	$\bar{X}$	Post	Pre	$S.D.$	Post
A. Peer	59.86		55.27	6.50		7.42
B. Family	53.53		56.19	7.50		9.85
C. School	49.83		52.37	7.45		8.59
D. General	52.65		55.87	5.61		7.08

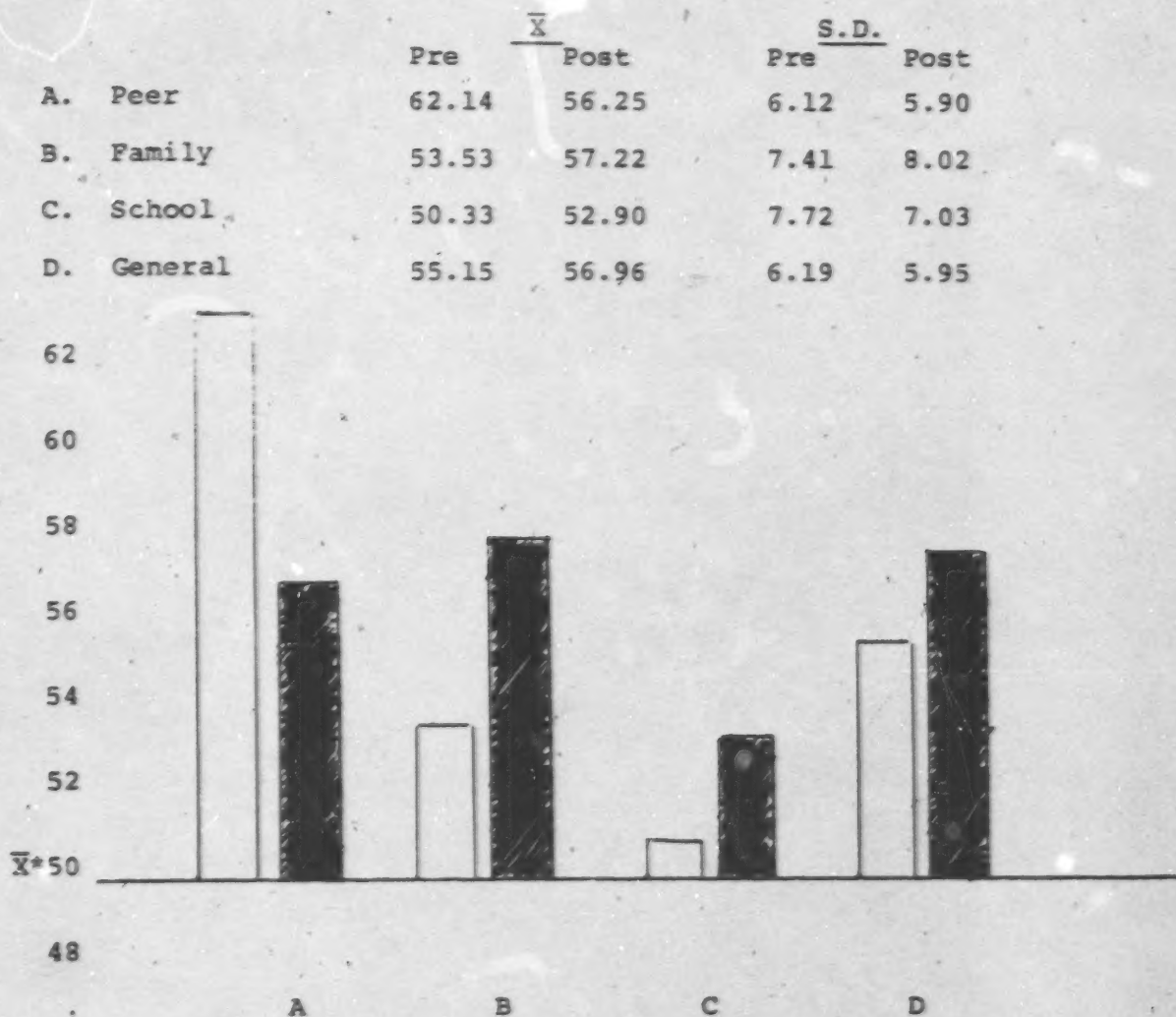


* 50 is an assumed mean based on midpoint of the scale, not on any normative procedure.

TABLE 13

SPARTANBURG COUNTY SCHOOL DISTRICT #5
RESEARCH AND DEVELOPMENT PROJECT
IN CAREER EDUCATION
1973-74

Secondary Self Appraisal Inventory
Means and Standard Deviations
Grades 10 $N_1=114$, $N_2=91$



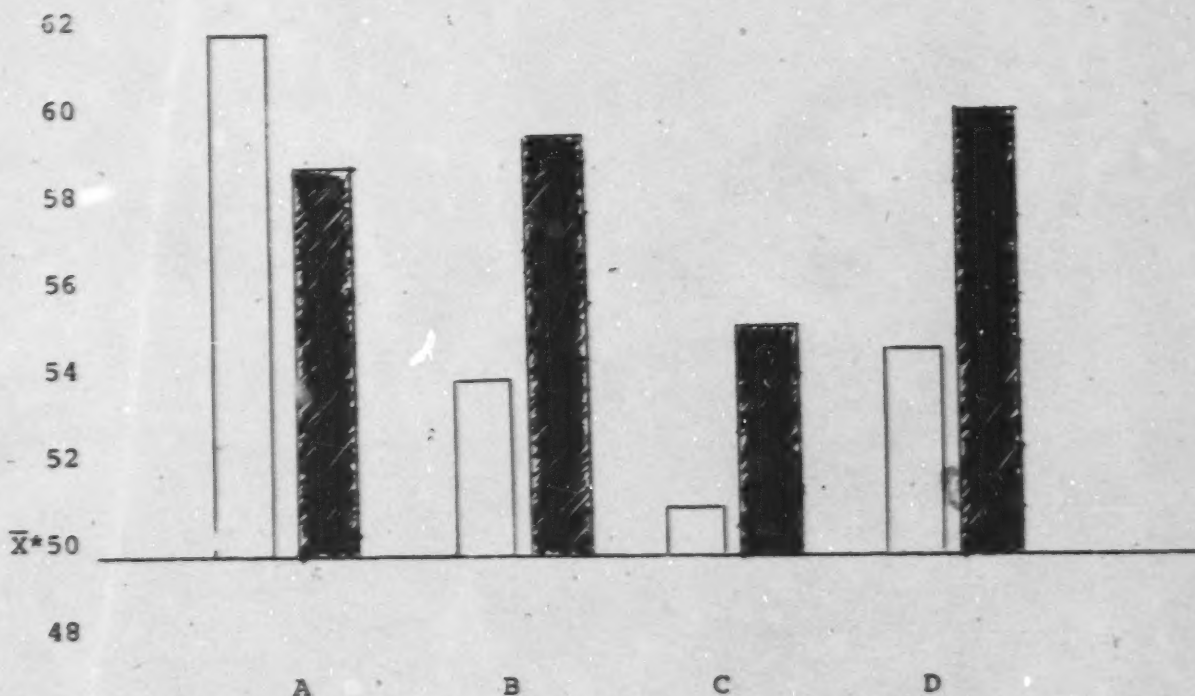
* 50 is an assumed mean based on midpoint of the scale, not on any normative procedure.

TABLE 14

SPARTANBURG COUNTY SCHOOL DISTRICT #5
RESEARCH AND DEVELOPMENT PROJECT
IN CAREER EDUCATION
1973-74

Secondary Self Appraisal Inventory
Means and Standard Deviations
Grades 11 $N_1=107$, $N_2=110$

	$\bar{X}$		S.D.	
	Pre	Post	Pre	Post
A. Peer	61.56	58.02	5.89	6.40
B. Family	53.43	58.36	7.63	7.73
C. School	50.45	54.23	7.24	6.60
D. General	53.62	59.46	6.04	5.44



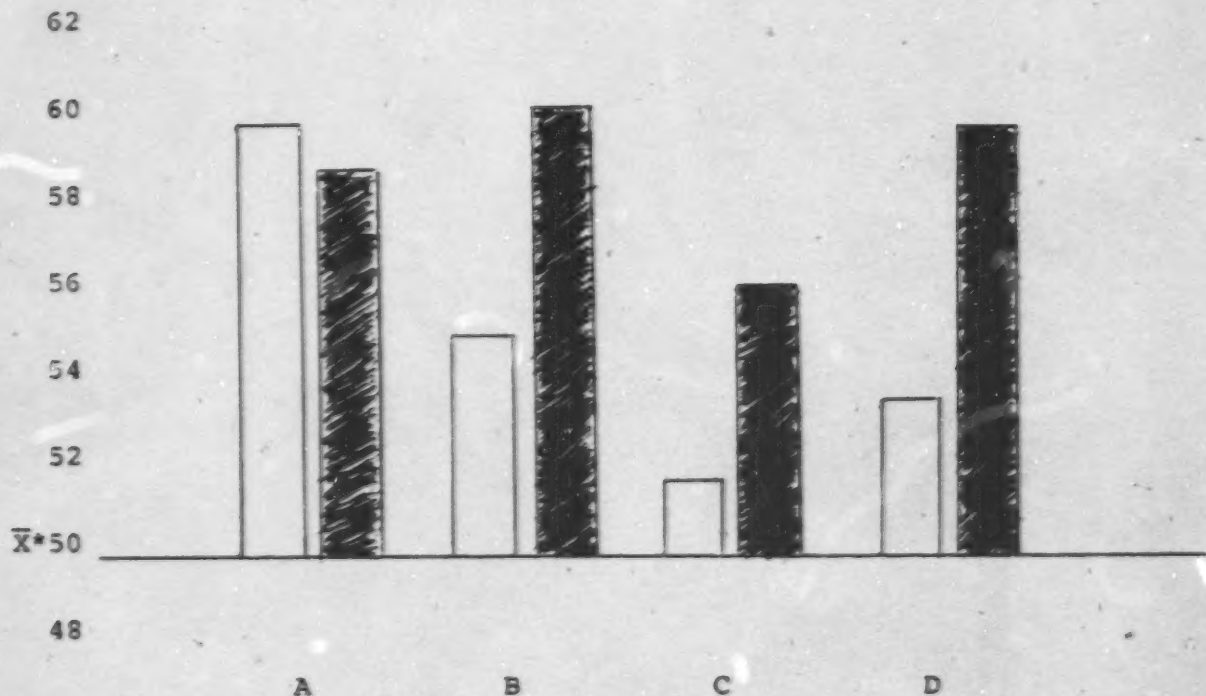
* 50 is an assumed mean based on midpoint of the scale, not on any normative procedure.

TABLE 15

SPARTANBURG COUNTY SCHOOL DISTRICT #5
RESEARCH AND DEVELOPMENT PROJECT
IN CAREER EDUCATION
1973-74

Secondary Self Appraisal Inventory
Means and Standard Deviations
Grades 12 $N_1=93$, $N_2=63$

	Pre	$\bar{X}$ Post	Pre S.D.	Post
A. Peer	59.87	58.37	5.61	5.61
B. Family	54.43	59.91	7.70	6.59
C. School	51.10	55.86	8.00	4.36
D. General	52.41	59.19	6.21	4.98



* 50 is an assumed mean based on midpoint of the scale, not on any normative procedure.

Student Career Awareness Development

One experimental instrument used to assess the students' perceptions of the world of work (and their relationships with it) was the Career Awareness Development Inventory (CADI).

This instrument was developed to measure (1) the ability of students to relate social skills learned in school to job requirements; (2) the ability of students to relate academic skills learned in school to job requirements; and (3) the aspiration level of students (more carefully defined as economic understanding of each job).

Because this is a new instrument, still in the experimental stage, there are no useful norms; however, it has been given to over 10,000 students and interpretive and technical information will be available soon. The observation of pre to post results, however, does provide certain conclusions regarding the effectiveness of the Spartanburg #5 Career Education Project:

- Intermediate grade students showed significant gains in the career development areas of social skills, academic skills and economic awareness.
- Middle school students showed significant gains in social skills, academic skills and economic awareness, all aspects of career development.

- Secondary students showed significant gains in academic skills, economic awareness, and social skills.

Statistical Treatment

Each of the three scales used fifteen items. During the fall, three alternatives were used with each item. During the spring assessment, a change was felt necessary, and four alternatives were used. Thus, each score was corrected for guessing by the formula:

$$R_c = \frac{R - W}{N-1} + 10.$$

Once corrections for guessing had been computed, mean (average) raw scores (right answers) were computed for each subscale at each grade level and for the entire test population (grades 4-9). A standard deviation was also computed for each mean or distribution.

Interpretation of Tables

All tables displaying CADI data use a line marked * to represent the expected scores for Spartanburg #5 students. Non-shaded bars indicate the distance of the pre test scores from the line. Shaded areas indicate the distance of the post test scores from the line. A difference of 2.5 or more between fall and spring scores is significant for the CADI.

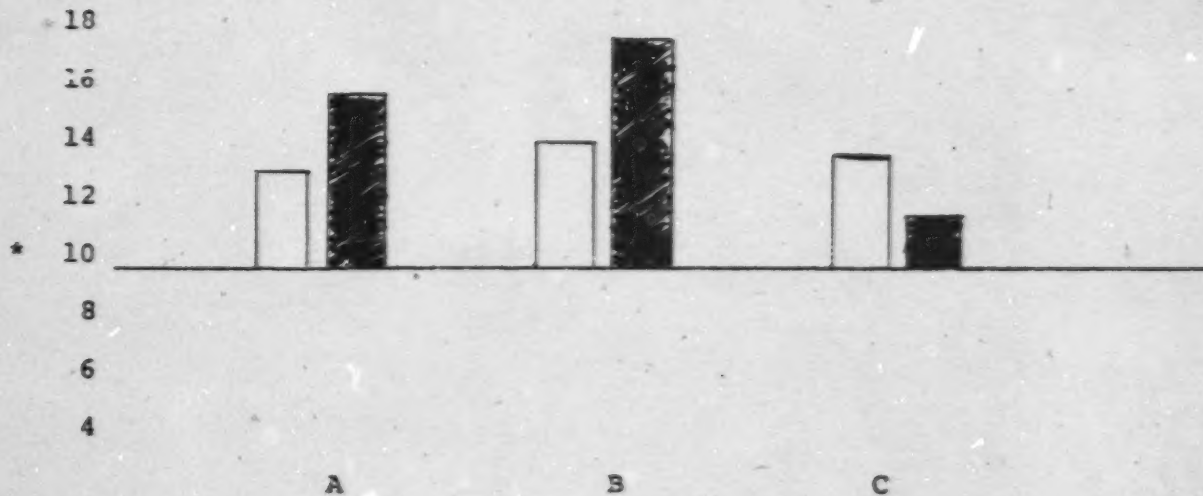
There is still much to be learned concerning the validity and reliability of this instrument. Since it was given to nearly 10,000 students during the spring of 1974, a technical report is planned for a later date.

TABLE 16

SPARTANBURG COUNTY SCHOOL DISTRICT #5
RESEARCH AND DEVELOPMENT PROJECT
IN CAREER EDUCATION
1973-74

Career Awareness Development Inventory
Means and Standard Deviations
Grades 5-12 $N_1=1,154, N_2=925$

	Pre	$\bar{X}$	Post	Pre	S.D.	Post
A. Social Skills	12.55		15.72	2.62		3.23
B. Academic Skills	13.73		17.22	2.58		3.62
C. Economic Awareness	12.67		11.42	2.60		2.53
Total	37.95		44.36	6.00		7.14



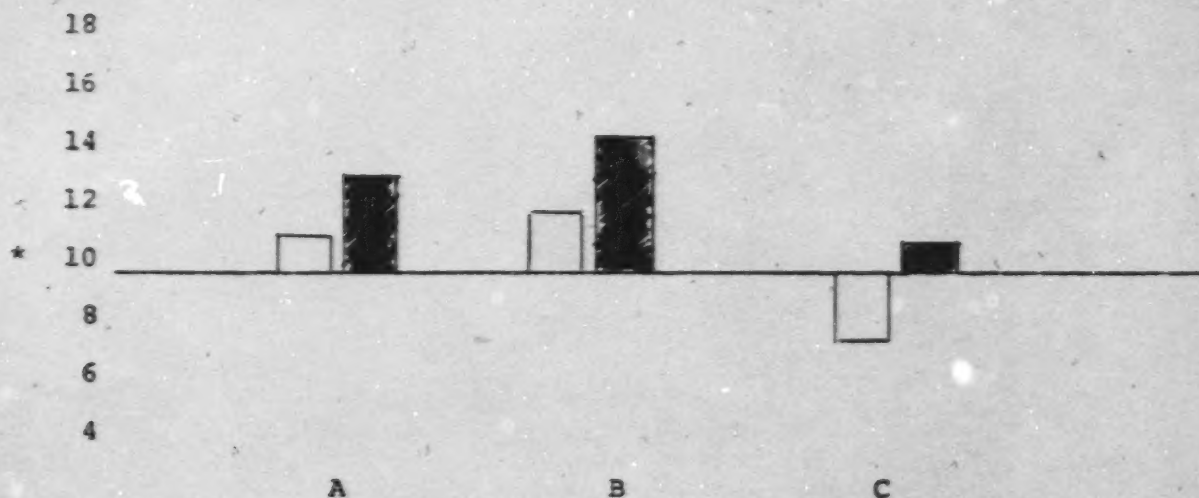
* This line represents the norm score for Spartanburg #5 Schools.

TABLE 17

SPARTANBURG COUNTY SCHOOL DISTRICT #5
RESEARCH AND DEVELOPMENT PROJECT
IN CAREER EDUCATION
1973-74

Career Awareness Development Inventory
Means and Standard Deviations
Grades 5 $N_1 = 161$ $N_2 = 95$

	Pre $\bar{X}$	Post	Pre $\underline{S.D.}$	Post
A. Social Skills	10.43	12.33	2.51	3.22
B. Academic Skills	11.09	14.05	2.80	3.61
C. Economic Awareness	7.00	10.29	1.95	2.53
Total	28.52	36.67	5.05	6.11



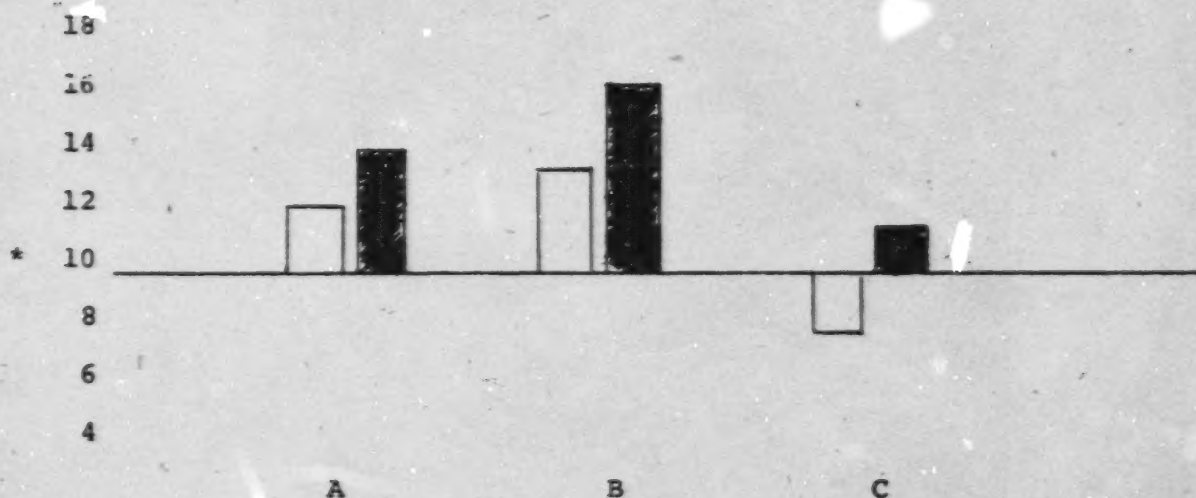
* This line represents the norm score for Spartanburg #5 Schools.

TABLE 18

SPARTANBURG COUNTY SCHOOL DISTRICT #5
RESEARCH AND DEVELOPMENT PROJECT
IN CAREER EDUCATION
1973-74

Career Awareness Development Inventory
Means and Standard Deviations
Grades 6 $N_1=133$, $N_2=88$

	Pre	$\bar{X}$	Post	Pre	$\underline{S.D.}$	Post
A. Social Skills	11.90		13.70	2.79		3.39
B. Academic Skills	12.92		15.85	2.70		3.48
C. Economic Awareness	7.62		11.27	2.12		2.78
Total	32.44		39.82	6.01		5.37



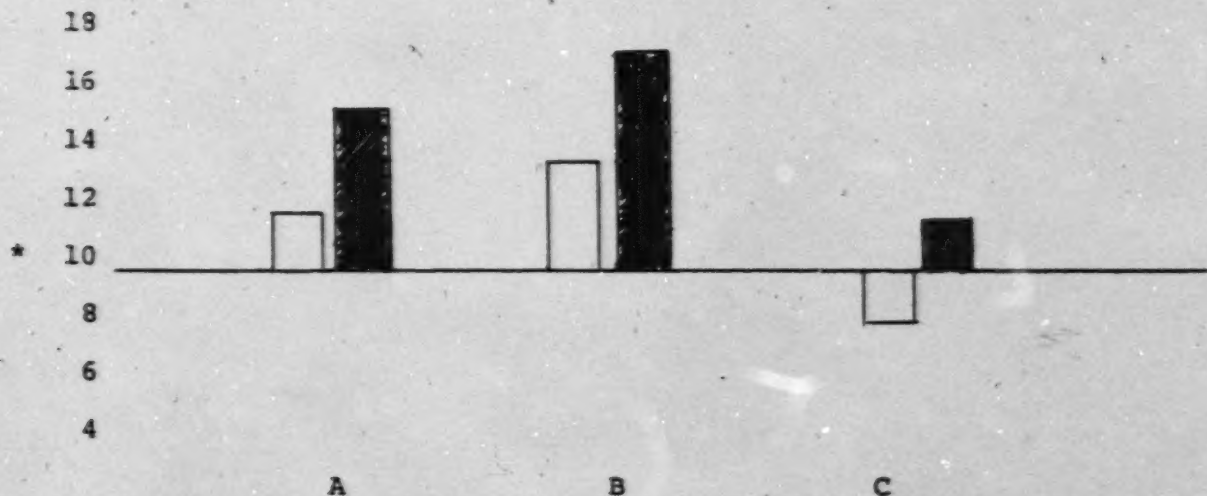
* This line represents the norm score for Spartanburg #5 Schools.

TABLE 19

SPARTANBURG COUNTY SCHOOL DISTRICT #5
RESEARCH AND DEVELOPMENT PROJECT
IN CAREER EDUCATION
1973-74

Career Awareness Development Inventory
Means and Standard Deviations
Grades 7 $N_1=179$, $N_2=187$

	Pre	<u>$\bar{X}$</u>	Post	Pre	<u>S.D.</u>	Post
A. Social Skills	11.89		14.88	2.50		3.19
B. Academic Skills	13.39		16.82	2.85		3.33
C. Economic Awareness	7.85		10.90	2.44		2.86
Total	33.13		42.60	5.77		5.31



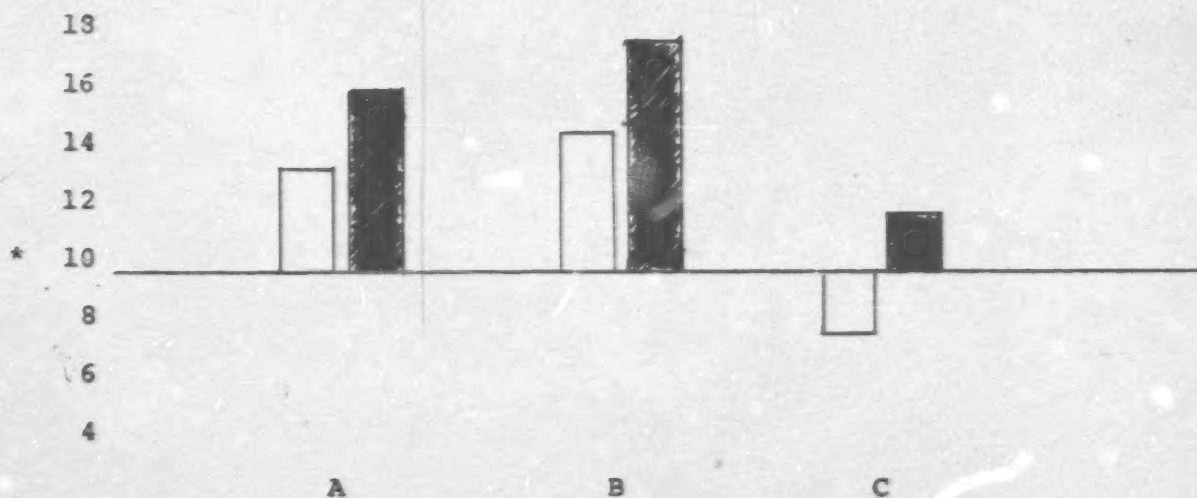
* This line represents the norm score for Spartanburg #5 Schools.

TABLE 20

SPARTANBURG COUNTY SCHOOL DISTRICT #5
RESEARCH AND DEVELOPMENT PROJECT
IN CAREER EDUCATION
1973-74

Career Awareness Development Inventory
Means and Standard Deviations
Grades 8 $N_1=157$, $N_2=153$

	Pre	<u>$\bar{X}$</u>	Post	Pre	<u>S.D.</u>	Post
A. Social Skills	12.57		16.00	2.31		3.58
B. Academic Skills	14.05		17.33	2.02		3.35
C. Economic Awareness	7.69		11.58	2.69		2.95
Total	34.31		44.91	4.98		5.01



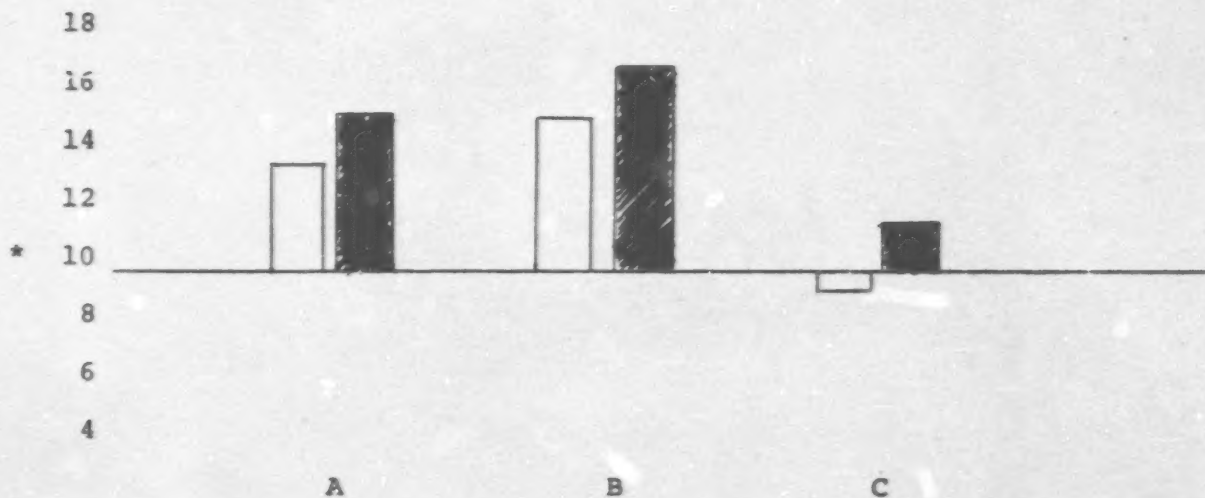
* This line represents the norm score for Spartanburg #5 Schools.

TABLE 21

SPARTANBURG COUNTY SCHOOL DISTRICT #5
RESEARCH AND DEVELOPMENT PROJECT
IN CAREER EDUCATION
1973-74

Career Awareness Development Inventory
Means and Standard Deviations
Grades 9 $N_1=160$, $N_2=413$

	Pre	<u>$\bar{X}$</u>	Post	Pre	<u>S.D.</u>	Post
A. Social Skills	12.86		14.74	2.23		3.97
B. Academic Skills	14.42		16.19	2.13		3.64
C. Economic Awareness	8.66		11.11	2.59		2.65
Total	35.94		42.04	5.13		5.21



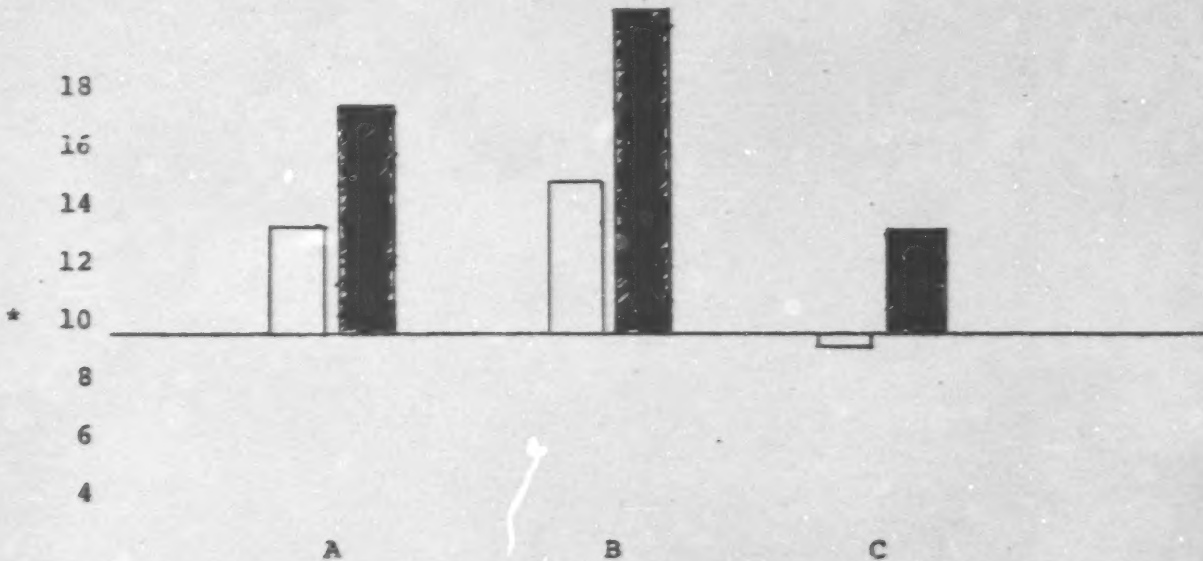
* This line represents the norm score for Spartanburg #5 Schools.

TABLE 22

SPARTANBURG COUNTY SCHOOL DISTRICT #5
RESEARCH AND DEVELOPMENT PROJECT
IN CAREER EDUCATION
1973-74

Career Awareness Development Inventory
Means and Standard Deviations
Grades 10 $N_1 = 144$, $N_2 = 97$

	Pre	<u>$\bar{X}$</u>	Post	Pre	<u>S.D.</u>	Post
A. Social Skills	13.68		17.84	2.06		3.31
B. Academic Skills	15.06		19.56	1.70		2.94
C. Economic Awareness	9.25		12.48	2.72		2.00
Total	37.99		49.88	4.57		5.51



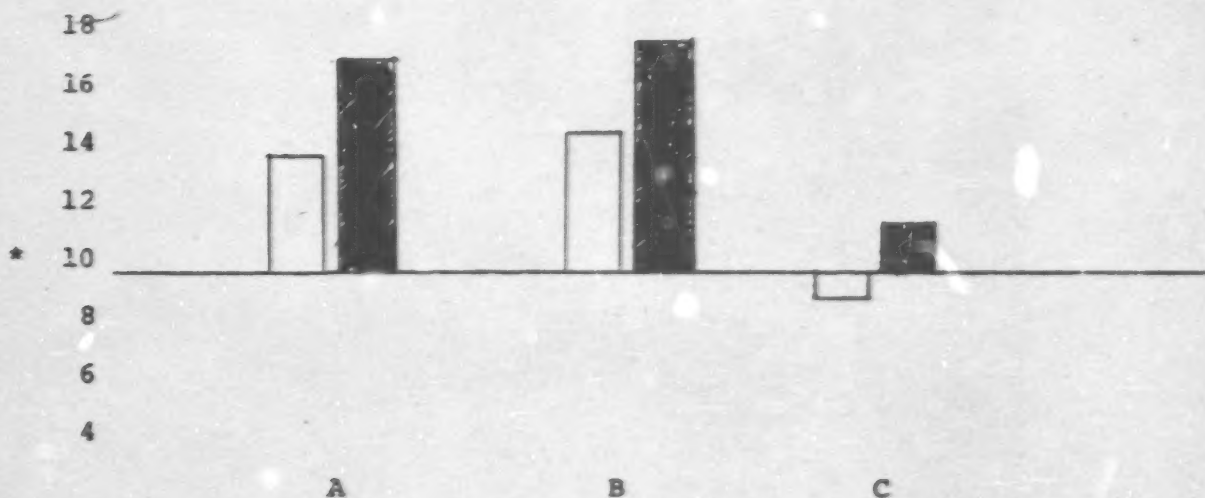
* This line represents the norm score for Spartanburg #5 Schools.

TABLE 23

SPARTANBURG COUNTY SCHOOL DISTRICT #5
RESEARCH AND DEVELOPMENT PROJECT
IN CAREER EDUCATION
1973-74

Career Awareness Development Inventory
Means and Standard Deviations
Grades 11 $N_1=129$, $N_2=143$

	Pre $\bar{X}$	Post	Pre $\underline{S.D.}$	Post
A. Social Skills	13.90	16.97	2.37	3.89
B. Academic Skills	14.66	17.92	2.18	3.39
C. Economic Awareness	8.95	11.60	2.74	3.08
Total	37.51	46.49	5.45	5.31



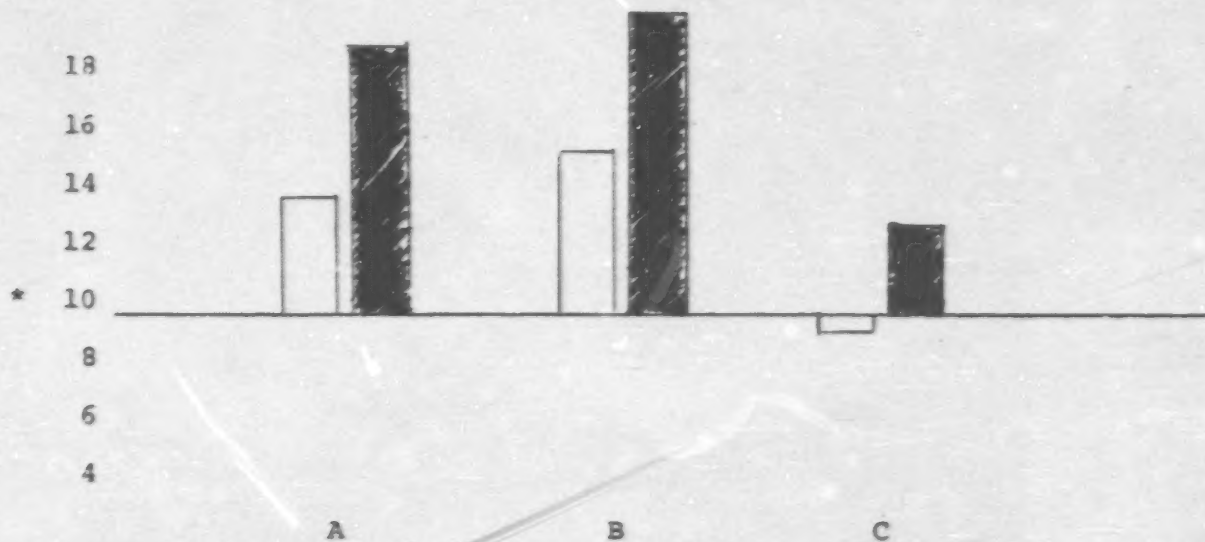
* This line represents the norm score for Spartanburg #5 Schools.

TABLE 24

SPARTANBURG COUNTY SCHOOL DISTRICT #5
RESEARCH AND DEVELOPMENT PROJECT
IN CAREER EDUCATION
1973-74

Career Awareness Development Inventory
Means and Standard Deviations
Grades 12 $N_1=107$, $N_2=119$

	Pre $\bar{X}$	Post	Pre <u>S.D.</u>	Post
A. Social Skills	13.88	18.03	2.13	3.46
B. Academic Skills	15.04	18.91	1.25	3.49
C. Economic Awareness	9.27	12.07	2.63	2.99
Total	38.19	49.01	4.70	5.53



* This line represents the norm score for Spartanburg #5 Schools.

Student Relationships With the World of Work

One of the evaluation questions asked "How do project and control students perceive the world of work and their relationship to it?"

One instrument was used to assess this area this year - the Occupation Awareness Survey (OAS). This instrument was developed by IBEX and is in the experimental stage.

The Occupation Awareness Survey is an experimental instrument designed by IBEX during the fall of 1973 and 1974. It was used experimentally in the Spartanburg School District #5 evaluation in three pre-test situations during the fall of 1973. It was slightly modified after the fall administration, and a third level added so that there were primary, elementary and secondary levels used in the evaluation.

At the primary level, students were asked to select 10 want ads from 24 which they would respond to if they were seeking employment; at the elementary level students selected 10 of 43; at the secondary level, 10 of 50. The OAS does not provide scores on students; rather, it provides a score for jobs (called a Job Awareness Quotient). Each job is "scored" by normalizing the data using the following formula:

$$JAQ = \frac{10}{N \text{ of Ads}} \times 100$$

Thus, at each level, a job score of 100 is anticipated, assum-

ing equal distribution or popularity among respondents. It is helpful to view these scores in a way similar to the traditional way we have viewed the IQ score. Scores in the 90-110 range are normal. Scores in the 75-89 range indicate some low normal acceptance of a particular occupation. Scores below 75 indicate a rejection by students. On the other hand, some scores from 110-125 indicate high acceptance rates, and above 125 indicates a highly popular occupation.

Interpretation

Interpretation of these scores requires that one realize that the figures shown represent the average JAQ for each job at each grade level.

Success is not viewed as a high or low score, but rather, by an overall and reasonable balance among JAQ's. If an "ideal" were reached, every JAQ would be 100, indicating that students saw equal dignity in all work; however, this would also be indicative of no strong choices among students. For career education programs, especially in the lower grades, the goal is to make children more aware of a greater number of jobs, thus, a less varied JAQ profile. During the later school years as job choices become more predominant, a more varied profile would be anticipated.

Summary results of the survey are presented in the following tables. At the Primary, Elementary and Secondary levels, Project group scores (JAQ's) are given. There was no control group.

A review of overall Project JAQ scores at each level reveals a good deal about the knowledge and values of the students. Although not all job clusters are represented in the survey, the students' relative ranking of jobs presents a picture of the world of work as seen through the students' eyes.

Jobs at the extremes of the rankings (above 150 and below 50) are programmatically important. The "Cook at McDonald's" was predictable for the younger children (162.37 and 191.68 at the Primary Level and 270.53 and 290.17 at the Elementary Level). However, "Game Warden" (131.04) and "Playground Director" (143.78) were something of a surprise. At the lower extreme, "Minister" (64.46 and 48.36 at the Primary and Elementary Levels, respectively) and "Writer" (46.50 at the Elementary Level) were lower than expected.

In any case, the OAS should provide useful data for program design and assessment. The grade level results show that the rankings of some jobs follow a pattern. "Teacher", "Farm Worker" and "Secretary" hold fairly steady across all grades. "House Cleaner" drops from an average ranking of 100 to 10 from second through twelfth grade. Others, such as "Radio Announcer" rise through the lower grades and then fall through junior and senior high school.

It should be remembered that the purpose of the Spartanburg #5 Project was not to have young children make job choices for their future, rather, it was to make all students aware of more occupations.

Students enrolled in the Spartanburg #5 Career Education Project were more aware of occupations in the fall of 1974 than they were in the fall of 1973, when this evaluation was implemented at the beginning of the third project year. The conclusion is justified on the basis of pattern scores.

TABLE 25

SPARTANBURG COUNTY SCHOOL DISTRICT #5
RESEARCH AND DEVELOPMENT PROJECT
IN CAREER EDUCATION
1973-74

PRIMARY OCCUPATION AWARENESS SURVEY
Grades 2 & 3 N₁= 337 N₂=298
JAQ Scores of Students Elected to Respond to
Designated Want Ads

	<u>JAQ</u>			<u>JAQ</u>	
	<u>Pre</u>	<u>Post</u>		<u>Pre</u>	<u>Post</u>
Doctor	82.61	127.25	House to House Salesman	86.88	107.92
Teacher	124.63	137.72	Sales Clerk	112.52	148.19
Tickets/ local theater	66.23	105.50	Factory Worker	29.91	59.60
Secretary	78.34	94.22	Cook/McDonald's	162.37	191.68
Hotel Manager	59.11	115.17	Taxi Driver	20.65	45.91
Supermarket Cashier	115.37	141.75	Writer/"Motor Trend"	36.32	54.77
Police Cadet	118.93	132.88	Airline Pilot	44.15	96.64
Minister	47.00	78.12	House Cleaner	54.84	75.70
Truck Driver	79.05	116.78	Radio Announcer	27.06	70.07
Airline Ticket Sales	63.38	104.70	Auto Mechanic	37.74	74.90
Farm Worker	56.26	74.48	School Custodian	12.11	62.82
			Actor or Actress	51.99	86.17
			Fireman	82.67	103.08

TABLE 26

SPARTANBURG COUNTY SCHOOL DISTRICT #5
RESEARCH AND DEVELOPMENT PROJECT
IN CAREER EDUCATION
1973-74

PRIMARY OCCUPATION AWARENESS SURVEY
Grade 2 $N_1=153$ $N_2=148$
JAQ Scores of Students Elected to Respond to
Designated Want Ads

	<u>JAQ</u>			<u>JAQ</u>	
	<u>Pre</u>	<u>Post</u>		<u>Pre</u>	<u>Post</u>
Doctor	69.02	137.84	House to House Salesman	87.84	113.51
Teacher	123.92	139.46	Sales Clerk	84.70	139.46
Tickets/ local theater	81.57	108.64	Factory Worker	32.94	59.59
Secretary	94.12	110.27	Cook/McDonald's	155.29	183.24
Hotel Manager	73.73	120.00	Taxi Driver	20.39	40.54
Supermarket Cashier	116.08	160.54	Writer/"Motor Trend"	34.51	48.65
Police Cadet	116.08	150.81	Airline Pilot	39.22	89.19
Minister	51.77	92.43	House Cleaner	94.37	60.00
Truck Driver	80.00	124.87	Radio Announcer	26.67	45.41
Airline Ticket Sales	76.86	108.65	Auto Mechanic	34.51	60.00
Farm Worker	56.47	69.73	School Custodian	10.98	55.14
			Actor or Actress	48.63	72.97
			Fireman	95.69	105.41

TABLE 27

SPARTANBURG COUNTY SCHOOL DISTRICT #5
RESEARCH AND DEVELOPMENT PROJECT
IN CAREER EDUCATION
1973-74

PRIMARY OCCUPATION AWARENESS SURVEY
Grade 3 $N_1 = 184$ $N_2 = 150$
JAQ Scores of Students Elected to Respond to
Designated Want Ads

	<u>Pre</u>	<u>JAQ</u>	<u>Post</u>		<u>Pre</u>	<u>JAQ</u>	<u>Post</u>
Doctor	93.91		116.80	House to House Salesman	86.09		102.40
Teacher	125.22		136.00	Sales Clerk	135.65		114.60
Tickets/ local theater	53.48		102.40	Factory Worker	27.39		111.70
Secretary	65.22		78.4	Cook/McDonald's	148.26		200.00
Hotel Manager	46.96		110.40	Taxi Driver	20.87		51.20
Supermarket Cashier	114.78		123.20	Writer/"Motor Trend"	37.83		60.80
Police Cadet	121.30		115.20	Airline Pilot	48.26		104.00
Minister	43.04		64.00	House Cleaner	62.61		91.20
Truck Driver	78.26		108.80	Radio Announcer	27.39		94.40
Airline Ticket Sales	52.17		100.80	Auto Mechanic	40.43		89.60
Farm Worker	56.08		75.20	School Custodian	13.04		70.40
				Actor or Actress	54.78		99.20
				Fireman	71.74		100.80

TABLE 28

SPARTANBURG COUNTY SCHOOL DISTRICT #5
RESEARCH AND DEVELOPMENT PROJECT IN CAREER EDUCATION
1973-74

Elementary Occupational Awareness Survey
Experimental and Control Groups
Grades 4-6 $N_1 = 407$, $N_2 = 418$

JAQ's of Students Elected to Respond to
Designated Want Ads

	<u>Pre</u>	<u>JAQ</u>	<u>Post</u>		<u>Pre</u>	<u>JAQ</u>	<u>Post</u>
Doctor	115.19		107.12	House-to-House Salesman	124.69		116.27
Florist	36.99		40.13	Insurance Clerk	36.99		21.61
Child Care	161.69		166.69	Dental Assistant	95.11		93.64
Printer	42.27		72.03	Manager-Travel Agency	50.73		33.96
Teacher	242.00		228.43	Sales Clerk	182.82		194.47
Sanitation Worker	29.59		32.93	Factory Worker	64.46		75.11
Usher	61.29		67.91	Cook/McDonald's	270.53		290.17
Bookkeeper	94.05		79.23	Taxi Driver	40.15		54.54
Secretary	113.07		119.36	Law Aide	46.50		32.93
Stock Clerk	82.43		72.03	Writer/Motor Trend	46.50		40.13
Park Guide	231.43		264.44	Airline Pilot	117.30		116.27
Hotel Manager	64.46		55.56	House Cleaner	66.58		50.42
Plumber	34.87		25.72	Radio Announcer	110.96		97.75
Switchboard Operator	88.77		80.26	Auto Mechanic	113.07		117.30
Supermarket Cashier	190.22		193.44	Brick Mason	80.31		67.91
Police Cadet	168.02		170.81	Game Warden	131.04		112.16
Minister	64.46		48.36	Medical Assistant	75.03		69.97
Truck Driver	151.12		176.98	School Custodian	24.31		30.87
Airline Ticket Sales	120.47		104.95	Actor or Actress	154.29		133.77
Farm Worker	75.03		88.49	Accountant	83.49		123.48
Fashion Designer	120.47		121.42	Photographer	76.08		72.03
Editor	62.35		46.30				
			175				
			J-57				

TABLE 29

SPARTANBURG COUNTY SCHOOL DISTRICT #5
RESEARCH AND DEVELOPMENT PROJECT IN CAREER EDUCATION
1973-74

Elementary Occupational Awareness Survey
Experimental and Control Groups
Grades 4 $N_1 = 130$, $N_2 = 128$

JAQ's of Students Elected to Respond to
Designated Want Ads

	<u>Pre</u>	<u>JAQ</u>	<u>Post</u>		<u>Pre</u>	<u>JAQ</u>	<u>Post</u>
Doctor	145.57	157.93		House-to-House Salesman	152.19		161.29
Florist	43.01	36.96		Insurance Clerk	39.70		20.16
Child Care	175.35	178.09		Dental Assistant	99.25		80.65
Printer	56.25	84.05		Manager-Travel Agency	36.39		23.52
Teacher	277.91	262.09		Sales Clerk	198.51		218.41
Sanitation Worker	26.47	50.40		Factory Worker	56.24		57.12
Usher	76.10	67.20		Cook/McDonald's	320.93		349.46
Bookkeeper	122.42	120.97		Taxi Driver	33.09		50.40
Secretary	82.71	127.69		Law Aide	43.01		23.52
Stock Clerk	86.02	94.08		Writer/Motor Trend	33.09		33.60
Park Guide	208.44	225.13		Airline Pilot	99.25		100.81
Hotel Manager	79.40	57.12		House Cleaner	86.02		77.29
Plumber	39.70	47.02		Radio Announcer	79.40		50.40
Switchboard Operator	115.80	67.20		Auto Mechanic	92.64		80.65
Supermarket Cashier	191.89	184.81		Brick Mason	86.02		53.76
Police Cadet	175.35	151.21		Game Warden	109.18		67.20
Minister	46.32	63.84		Medical Assistant	79.40		57.12
Truck Driver	138.96	157.93		School Custodian	39.70		47.02
Airline Ticket Sales	105.87	127.69		Actor or Actress	99.25		114.25
Farm Worker	75.03	104.17		Accountant	109.18		154.57
Fashion Designer	115.80	97.45		Photographer	79.40		74.06
Editor	52.53	43.68					

TABLE 30
SPARTANBURG COUNTY SCHOOL DISTRICT #5
RESEARCH AND DEVELOPMENT PROJECT IN CAREER EDUCATION

1973-74

Elementary Occupational Awareness Survey
Experimental and Control Groups
Grades 5 $N_1 = 137$ $N_2 = 139$

JAQ's of Students Elected to Respond to
Designated Want Ads

	<u>Pre</u>	<u>JAQ</u>	<u>Post</u>		<u>Pre</u>	<u>JAQ</u>	<u>Post</u>
Doctor	91.04		83.55	House-to-House Salesman	131.86		99.08
Florist	31.40		30.94	Insurance Clerk	34.53		21.66
Child Care	163.25		154.71	Dental Assistant	103.60		99.08
Printer	37.67		71.17	Manager-Travel Agency	62.79		43.32
Teacher	248.02		235.17	Sales Clerk	182.09		204.22
Sanitation Worker	28.26		24.75	Factory Worker	56.51		89.73
Usher	40.81		61.89	Cook/McDonald's	251.16		275.39
Bookkeeper	75.35		61.89	Taxi Driver	28.26		61.89
Secretary	113.02		120.68	Law Aide	28.26		37.13
Stock Clerk	84.17		58.79	Writer/Motor Trend	53.37		37.13
Park Guide	269.99		256.83	Airline Pilot	125.58		142.34
Hotel Manager	59.65		40.23	House Cleaner	69.07		40.23
Plumber	34.53		21.66	Radio Announcer	106.74		114.49
Switchboard Operator	78.49		117.68	Auto Mechanic	119.30		111.39
Supermarket Cashier	197.79		198.03	Brick Mason	53.37		61.87
Police Cadet	178.97		182.56	Game Warden	131.86		111.39
Minister	78.49		46.41	Medical Assistant	59.65		86.64
Truck Driver	150.69		160.90	School Custodian	18.84		18.57
Airline Ticket Sales	122.44		111.39	Actor or Actress	182.09		139.24
Farm Worker	84.77		71.17	Accountant	81.63		114.49
Fashion Designer	128.72		160.90	Photographer	75.35		80.45
Editor	56.51		46.41				

TABLE 31

SPARTANBURG COUNTY SCHOOL DISTRICT #5
RESEARCH AND DEVELOPMENT PROJECT
IN CAREER EDUCATION
1973-74

Elementary Occupational Awareness Survey
Experimental and Control Groups
Grades 6 $N_1 = 139$ $N_2 = 151$

JAQ's of Students Elected to Respond to
Designated Want Ads

	<u>JAQ</u>			<u>JAQ</u>	
	<u>Pre</u>	<u>Post</u>		<u>Pre</u>	<u>Post</u>
Doctor	111.39	85.45	House-to-House Salesman	92.83	94.00
Florist	37.13	51.27	Insurance Clerk	37.13	22.79
Child Care	148.53	168.06	Dental Assistant	83.55	99.69
Printer	30.94	62.66	Manager-Travel Agency	52.60	34.18
Teacher	204.22	193.69	Sales Clerk	170.19	165.21
Sanitation Worker	34.04	25.64	Factory Worker	80.45	76.91
Usher	68.07	74.06	Cook/McDonald's	241.35	253.51
Bookkeeper	86.64	59.82	Taxi Driver	58.79	51.27
Secretary	142.34	111.09	Law Aide	68.07	37.03
Stock Clerk	77.36	65.51	Writer/Motor Trend	49.51	48.42
Park Guide	213.51	304.78	Airline Pilot	123.77	105.39
Hotel Manager	55.70	68.36	House Cleaner	46.41	37.29
Plumber	30.94	11.39	Radio Announcer	145.43	122.48
Switchboard Operator	74.26	56.96	Auto Mechanic	126.87	153.80
Supermarket Cashier	182.56	196.54	Brick Mason	102.11	85.45
Police Cadet	148.53	176.60	Game Warden	148.53	150.96
Minister	68.07	37.03	Medical Assistant	86.64	65.51
Truck Driver	164.00	207.93	School Custodian	15.47	28.48
Airline Ticket Sales	133.05	79.75	Actor or Actress	176.37	145.27
Farm Worker	68.07	91.15	Accountant	61.89	105.39
Fashion Designer	117.58	105.39	Photographer	71.17	74.06
Editor	64.89	48.42			

178

TABLE 32

SPARTANBURG COUNTY SCHOOL DISTRICT #5
RESEARCH AND DEVELOPMENT PROJECT
IN CAREER EDUCATION
1973-74
SECONDARY OCCUPATION AWARENESS SURVEY
Grade 7-12 $N_1=772$ $N_2=720$
JAQ Scores of Students Elected to Respond to
Designated Want Ads

	Pre	Post		Pre	Post
Economic Analyst	63.06	52.78	Commercial Artist	73.19	86.11
Legal Secretary	102.98	83.33	Bookkeeper/Small Office	129.53	133.33
Fashion Designer	165.16	140.97	Florist	109.46	102.78
Plasterer	70.60	86.11	Chef	44.69	56.25
Teacher	142.49	127.08	Farm Worker	174.22	103.47
Laborer	36.92	41.67	Factory Worker	69.95	75.69
Sanitation Worker	14.90	22.92	Ditch Digger	36.27	39.58
Bookkeeper/Large Firm	122.41	114.58	Clerk/General	50.52	48.61
Salesman/Outdoors	68.64	71.53	Dishwasher	30.44	31.94
Secretary	163.21	126.39	Computer Programmer	146.37	143.75
Housecleaner	40.80	48.61	Doctor	113.99	111.81
Computer Programmer	162.56	134.03	Personnel Director	79.66	80.56
Airline Ticket Sales	207.25	169.44	Secretary/School	53.76	119.44
Motel Manager	118.52	118.75	Waitress	64.77	69.44
Child Care	87.44	75.00	Laboratory Aide	145.08	122.22
Clerk/Accounting	35.62	41.67	Supermarket Cashier	157.38	166.67
Dental Assistant	169.04	138.89	Dept. Store Buyer	82.25	118.75
Public Relations	87.44	70.14	Game Warden	152.20	171.53
Printer	48.58	57.64	Brick Mason	131.48	143.06
Cook	77.07	86.11	Actor or Actress	92.67	89.58
Telegram Deliverer	65.41	77.78	Radio Announcer	169.04	165.97
Salesperson/Indoors	207.90	188.19	Taxi Driver	56.99	63.19
Manager/Travel Agency	106.22	120.83	Landscape Architect	89.38	115.28
College President	56.35	77.08	Art Director	115.28	118.75
Law Aide	145.73	136.11	Playground Director	143.78	159.03

TABLE 33

SPARTANBURG COUNTY SCHOOL DISTRICT #5
RESEARCH AND DEVELOPMENT PROJECT
IN CAREER EDUCATION
1973-74

SECONDARY OCCUPATION AWARENESS SURVEY

Grade 7 $N_1=172$ $N_2=154$

JAQ Scores of Students Elected to Respond to
Designated Want Ads

	Pre	Post		Pre	Post
Economic Analyst	58.1	58.4	Commercial Artist	84.3	100.6
Legal Secretary	90.1	113.6	Bookkeeper/Small Office	133.7	90.9
Fashion Designer	151.2	143.9	Florist	98.8	68.2
Plasterer	75.6	113.9	Chef	90.1	61.7
Teacher	189.0	149.4	Farm Worker	116.3	152.6
Laborer	49.4	35.7	Factory Worker	61.0	84.4
Sanitation Worker	32.0	29.2	Ditch Digger	64.0	45.5
Bookkeeper/Large Firm	110.5	107.1	Clerk/General	37.8	22.7
Salesman/Outdoors	43.6	81.2	Dishwasher	58.1	22.7
Secretary	130.8	116.9	Computer Programmer	95.9	146.1
Housecleaner	72.7	42.2	Doctor	116.3	132.4
Computer Programmer	130.8	133.1	Personnel Director	52.3	55.2
Airline Ticket Sales	148.3	142.9	Secretary/School	55.2	129.9
Motel Manager	98.8	110.4	Waitress	95.9	74.7
Child Care	122.1	68.2	Laboratory Aide	127.9	142.9
Clerk/Accounting	17.4	42.2	Supermarket Cashier	206.4	165.6
Dental Assistant	136.6	116.9	Dept. Store Buyer	98.8	87.7
Public Relations	40.7	61.7	Game Warden	157.0	191.6
Printer	55.2	58.4	Brick Mason	151.2	165.6
Cook	133.7	81.2	Actor or Actress	127.9	129.9
Telegram Deliverer	52.3	48.7	Radio Announcer	174.4	181.8
Salesperson/Indoors	194.8	155.8	Taxi Driver	72.7	68.2
Manager/Travel Agency	64.0	113.6	Landscape Architect	90.1	126.6
College President	69.8	97.4	Art Director	104.7	123.4
Law Aide	125.0	136.1	Playground Director	110.5	129.9

TABLE 34

SPARTANBURG COUNTY SCHOOL DISTRICT #5
RESEARCH AND DEVELOPMENT PROJECT
IN CAREER EDUCATION
1973-74
SECONDARY OCCUPATION AWARENESS SURVEY
Grade 8 N₁=154 N₂=160
JAQ Scores of Students Elected to Respond to
Designated Want Ads

	<u>Pre</u>	<u>Post</u>		<u>Pre</u>	<u>Post</u>
Economic Analyst	48.7	40.6	Commercial Artist	68.2	96.9
Legal Secretary	116.9	56.7	Bookkeeper/Small Office	120.1	121.9
Fashion Designer	198.1	146.9	Florist	103.9	93.8
Plasterer	97.4	96.9	Chef	26.0	100.00
Teacher	139.6	153.1	Farm Worker	58.4	71.9
Laborer	32.5	34.4	Factory Worker	84.4	90.6
Sanitation Worker	9.7	21.9	Ditch Digger	26.0	46.9
Bookkeeper/Large Firm	133.1	87.5	Clerk/General	45.5	25.0
Salesman/Outdoors	84.4	62.5	Dishwasher	26.0	28.1
Secretary	151.8	109.4	Computer Programmer	146.2	87.5
Housecleaner	32.5	68.8	Doctor	133.1	137.5
Computer Programmer	133.1	103.1	Personnel Director	61.7	59.4
Airline Ticket Sales	237.0	146.9	Secretary/School	68.2	128.1
Motel Manager	97.4	121.9	Waitress	64.9	90.6
Child Care	87.7	60.3	Laboratory Aide	155.8	174.4
Clerk/Accounting	26.0	34.4	Supermarket Cashier	188.3	190.0
Dental Assistant	172.1	140.6	Dept. Store Buyer	98.8	125.0
Public Relations	71.4	56.3	Game Warden	129.9	175.0
Printer	42.2	62.5	Brick Mason	146.1	181.3
Cook	77.9	90.6	Actor or Actress	87.7	96.9
Telegram Deliverer	58.4	93.8	Radio Announcer	129.9	150.0
Salesperson/Indoors	240.3	193.8	Taxi Driver	64.9	65.6
Manager/Travel Agency	87.7	115.6	Landscape Architect	74.7	96.9
College President	35.7	96.9	Art Director	120.1	103.1
Law Aide	155.8	125.0	Playground Director	162.3	153.1

TABLE 35

SPARTANBURG COUNTY SCHOOL DISTRICT #5
RESEARCH AND DEVELOPMENT PROJECT
IN CAREER EDUCATION
1973-74

SECONDARY OCCUPATION AWARENESS SURVEY
Grade 9 N₁=135 N₂=116
JAQ Scores of Students Elected to Respond to
Designated Want Ads

	<u>Pre</u>	<u>Post</u>		<u>Pre</u>	<u>Post</u>
Economic Analyst	55.6	60.3	Commercial Artist	81.5	47.4
Legal Secretary	96.3	77.6	Bookkeeper/Small Office	133.7	142.2
Fashion Designer	129.6	142.2	Florist	129.6	116.4
Plasterer	74.1	77.6	Chef	25.9	47.4
Teacher	133.3	107.8	Farm Worker	63.0	107.8
Laborer	51.9	69.0	Factory Worker	70.4	69.0
Sanitation Worker	11.1	34.5	Ditch Digger	44.4	43.1
Bookkeeper/Large Firm	133.3	94.8	Clerk/General	51.9	64.7
Salesman/Outdoors	85.2	73.3	Dishwasher	33.3	43.1
Secretary	137.0	120.7	Computer Programmer	166.7	150.9
Housecleaner	51.9	47.7	Doctor	103.7	112.1
Computer Programmer	166.7	142.2	Personnel Director	59.3	69.0
Airline Ticket Sales	233.3	146.6	Secretary/School	51.9	107.8
Motel Manager	122.2	107.8	Waitress	59.3	81.9
Child Care	96.3	60.3	Laboratory Aide	103.7	81.9
Clerk/Accounting	37.0	34.5	Supermarket Cashier	118.5	194.0
Dental Assistant	185.2	112.1	Dept. Store Buyer	70.4	150.9
Public Relations	74.1	43.1	Game Warden	155.6	155.2
Printer	51.9	64.7	Brick Mason	159.3	159.5
Cook	63.0	133.6	Actor or Actress	88.9	30.2
Telegram Deliverer	92.6	94.8	Radio Announcer	170.4	168.1
Salesperson/Indoors	200.0	185.3	Taxi Driver	44.4	94.8
Manager/Travel Agency	133.3	112.1	Landscape Architect	88.9	133.6
College President	66.7	64.7	Art Director	148.1	125.0
Law Aide	140.7	137.9	Playground Director	137.0	176.7

TABLE 36

SPARTANBURG COUNTY SCHOOL DISTRICT #5
RESEARCH AND DEVELOPMENT PROJECT
IN CAREER EDUCATION
1973-74

SECONDARY OCCUPATION AWARENESS SURVEY
Grade 10 $N_1=111$ $N_2=113$
JAQ Scores of Students Elected to Respond to
Designated Want Ads

	<u>Pre</u>	<u>Post</u>		<u>Pre</u>	<u>Post</u>
Economic Analyst	58.6	48.7	Commercial Artist	58.6	70.8
Legal Secretary	117.1	75.2	Bookkeeper/Small Office	148.6	163.7
Fashion Designer	184.7	123.9	Florist	85.6	154.9
Plasterer	58.6	97.3	Chef	40.5	22.1
Teacher	135.1	110.6	Farm Worker	63.1	132.7
Laborer	180.1	57.5	Factory Worker	72.1	61.9
Sanitation Worker	9.0	17.7	Ditch Digger	18.0	44.2
Bookkeeper/Large Firm	126.1	154.9	Clerk/General	58.6	88.5
Salesman/Outdoors	63.1	75.2	Dishwasher	4.5	53.1
Secretary	189.2	119.5	Computer Programmer	144.1	146.0
Housecleaner	31.5	57.5	Doctor	121.6	75.2
Computer Programmer	148.6	137.2	Personnel Director	81.1	79.6
Airline Ticket Sales	256.8	199.1	Secretary/School	40.5	119.5
Motel Manager	153.2	101.8	Waitress	81.1	66.4
Child Care	81.1	66.4	Laboratory Aide	166.7	101.8
Clerk/Accounting	36.0	22.1	Supermarket Cashier	148.6	177.0
Dental Assistant	211.7	128.3	Dept. Store Buyer	76.6	119.5
Public Relations	103.6	70.8	Game Warden	157.7	168.1
Printer	45.0	31.0	Brick Mason	117.1	123.9
Cook	45.0	106.2	Actor or Actress	94.6	66.4
Telegram Deliverer	67.6	84.1	Radio Announcer	184.7	146.0
Salesperson/Indoors	207.2	230.1	Taxi Driver	49.5	57.5
Manager/Travel Agency	117.1	115.0	Landscape Architect	85.6	106.2
College President	49.5	39.8	Art Director	103.6	123.9
Law Aide	108.1	132.7	Playground Director	162.2	141.6

TABLE 37

SPARTANBURG COUNTY SCHOOL DISTRICT #5
RESEARCH AND DEVELOPMENT PROJECT
IN CAREER EDUCATION
1973-74
SECONDARY OCCUPATION AWARENESS SURVEY
Grade 11 $N_1=107$ $N_2=110$
JAQ Scores of Students Elected to Respond to
Designated Want Ads

	<u>Pre</u>	<u>Post</u>		<u>Pre</u>	<u>Post</u>
Economic Analyst	93.5	40.9	Commercial Artist	93.5	104.5
Legal Secretary	107.5	86.4	Bookkeeper/Small Office	130.8	177.3
Fashion Designer	196.3	145.5	Florist	130.8	95.5
Plasterer	46.7	63.6	Chef	42.1	40.9
Teacher	112.1	95.5	Farm Worker	46.7	77.3
Laborer	18.7	40.9	Factory Worker	56.1	81.8
Sanitation Worker	0.0	18.2	Ditch Digger	9.3	31.8
Bookkeeper/Large Firm	126.2	131.8	Clerk/General	56.1	63.6
Salesman/Outdoors	74.8	72.2	Dishwasher	32.7	31.8
Secretary	177.6	122.7	Computer Programmer	196.3	172.7
Housecleaner	32.7	45.5	Doctor	93.5	86.4
Computer Programmer	200.9	145.5	Personnel Director	130.8	122.7
Airline Ticket Sales	191.6	213.6	Secretary/School	56.1	100.0
Motel Manager	93.5	150.0	Waitress	37.4	54.5
Child Care	74.8	81.8	Laboratory Aide	149.5	159.1
Clerk/Accounting	46.7	77.3	Supermarket Cashier	116.8	145.5
Dental Assistant	182.2	186.4	Dept. Store Buyer	65.4	95.5
Public Relations	149.5	72.7	Game Warden	140.2	172.7
Printer	46.7	63.6	Brick Mason	98.1	109.1
Cook	46.7	59.1	Actor or Actress	79.4	90.9
Telegram Deliverer	28.0	77.3	Radio Announcer	196.3	168.2
Salesperson/Indoors	200.9	204.5	Taxi Driver	28.0	54.5
Manager/Travel Agency	116.8	140.9	Landscape Architect	107.5	109.1
College President	51.4	68.2	Art Director	130.8	109.1
Law Aide	158.9	145.5	Playground Director	158.9	172.7

TABLE 38

SPARTANBURG COUNTY SCHOOL DISTRICT #5
RESEARCH AND DEVELOPMENT PROJECT
IN CAREER EDUCATION
1973-74

SECONDARY OCCUPATION AWARENESS SURVEY
Grade 12 $N_1=91$ $N_2=67$
JAQ Score of Students Elected to Respond to
Designated Want Ads

	Pre	Post		Pre	Post
Economic Analyst	104.4	82.1	Commercial Artist	44.0	89.6
Legal Secretary	93.4	97.0	Bookkeeper/Small Office	98.9	119.4
Fashion Designer	126.3	141.8	Florist	109.9	104.5
Plasterer	49.5	29.9	Chef	27.5	37.3
Teacher	120.9	126.9	Farm Worker	54.9	52.2
Laborer	44.0	0.0	Factory Worker	71.4	44.8
Sanitation Worker	22.0	7.5	Ditch Digger	38.5	7.5
Bookkeeper/Large Firm	104.4	134.3	Clerk/General	60.4	44.8
Salesman/Outdoors	60.4	59.7	Dishwasher	11.0	7.5
Secretary	186.8	216.4	Computer Programmer	159.3	209.0
Housecleaner	0.0	7.5	Doctor	109.9	126.8
Computer Programmer	241.8	171.6	Personnel Director	131.9	141.8
Airline Ticket Sales	186.8	201.5	Secretary/School	44.0	126.9
Motel Manager	170.3	126.9	Waitress	27.5	14.9
Child Care	33.0	44.8	Laboratory Aide	192.3	89.6
Clerk/Accounting	71.4	44.8	Supermarket Cashier	126.4	82.1
Dental Assistant	137.4	171.6	Dept. Store Buyer	87.9	156.7
Public Relations	131.9	164.2	Game Warden	186.8	149.7
Printer	44.0	67.2	Brick Mason	82.4	59.7
Cook	65.9	14.9	Actor or Actress	54.9	119.4
Telegram Deliverer	98.9	67.2	Radio Announcer	175.8	194.0
Salesperson/Indoors	197.8	156.7	Taxi Driver	71.4	14.9
Manager/Travel Agency	142.9	141.8	Landscape Architect	98.9	126.7
College President	65.9	82.1	Art Director	71.4	141.8
Law Aide	208.8	141.8	Playground Director	148.4	216.4

The Decision Attitude Subscale is presented on an item-by-item basis, since no standardization has been completed. One method of viewing the results of the DMS is to prioritize the six strategies from high to low mean scores to determine if the order of the strategies parallel the priority given the various strategies in teaching/learning experience. Strategy value (that is, one strategy being good) should be minimized.

In viewing the Attitude items, judgements should be based on the inconsistency among various related items; for example, "I like to decide things for myself" vs "I usually let other children have their way". Due to the experimental nature of this instrument, only gross conclusions should be drawn. However, the scale indicates that Spartanburg #5 Career Education students use three decision strategies most often: taking thought; doing as expected; continuing as before (make no decision). Further, attitudes of Spartanburg #5 students toward decision situations are not consistent across the items investigated.

TABLE 39

SPARTANBURG COUNTY SCHOOL DISTRICT #5
RESEARCH AND DEVELOPMENT PROJECT
IN CAREER EDUCATION
1973-74

Elementary Decision Making Scale
Average Number of Times Certain Decision
Strategies Were Selected
Grades 4-6 N = 410

<u>Decision Strategy</u>	<u>Average # Times Selected</u>
Continue As Is	3.24
Flip a Coin	2.18
Copy Friends	2.88
Do As Expected	5.08
Seek Advice	3.71
Take Thought	5.74

Range 0-8

Expected Mean

TABLE 40

SPARTANBURG COUNTY SCHOOL DISTRICT #5
RESEARCH AND DEVELOPMENT PROJECT
IN CAREER EDUCATION
1973-74

Elementary Decision Making Scale
Average Number of Times Certain Decision
Strategies Were Selected
Grades 4 N = 155

<u>Decision Strategy</u>	<u>Average # Times Selected</u>
Continue As Is	3.29
Flip a Coin	2.54
Copy Friends	2.46
Do As Expected	5.07
Seek Advice	3.86
Take Thought	5.70

Range 0-8

Expected Mean

TABLE 41

SPARTANBURG COUNTY SCHOOL DISTRICT #5
 RESEARCH AND DEVELOPMENT PROJECT
 IN CAREER EDUCATION
 1973-74
 Elementary Decision Making Scale
 Average Number of Times Certain Decision
 Strategies Were Selected
 Grades 5 N = 138

<u>Decision Strategy</u>	<u>Average # Times Selected</u>
Continue As Is	3.26
Flip a Coin	2.10
Copy Friends	3.02
Do As Expected	5.27
Seek Advice	3.41
Take Thought	5.67

Range 0-8

Expected Mean

TABLE 42

SPARTANBURG COUNTY SCHOOL DISTRICT #5
 RESEARCH AND DEVELOPMENT PROJECT
 IN CAREER EDUCATION
 1973-74

Elementary Decision Making Scale
 Average Number of Times Certain Decision
 Strategies Were Selected
 Grades 6 N = 117

<u>Decision Strategy</u>	<u>Average # Times Selected</u>
Continue As Is	3.13
Flip a Coin	1.80
Copy Friends	3.29
Do As Expected	4.86
Seek Advice	3.87
Take Thought	5.89

Range 0-8

Expected Mean

TABLE 43

SPARTANBURG COUNTY SCHOOL DISTRICT #5
RESEARCH AND DEVELOPMENT PROJECT
IN CAREER EDUCATION
1973-74

Secondary Decision Making Scale
Average Number of Times Certain Decision
Strategies Were Selected
Grades 8-12 N = 611

Decision Strategy		Average # Times Selected by Grade				
	All Grades 611	8 154	9 104	10 125	11 89	12 139
Continue As Is	3.46	3.38	3.39	3.39	3.60	3.59
Flip a Coin	1.21	1.42	1.41	1.00	1.11	1.09
Copy Friends	2.23	2.27	2.36	2.18	2.05	2.23
Do As Expected	5.08	5.12	4.89	5.36	5.08	4.94
Seek Advice	4.20	4.25	4.28	3.95	4.23	4.30
Take Thought	6.71	6.48	6.51	7.01	6.69	6.86

Range 0-8

Expected Mean

TABLE 44

SPARTANBURG COUNTY SCHOOL DISTRICT #5
RESEARCH AND DEVELOPMENT PROJECT
IN CAREER EDUCATION
1973-74

Percent of Students Responding YES
to Attitudinal Items in The
Decision Making Scale
Grade 4-6

<u>Item</u>	<u># Responding</u>	<u>Percent YES</u>
1. I usually do what I am supposed to.	407	78.1
2. I change my mind a lot.	407	63.6
3. I like to decide things for myself.	408	71.3
4. I like to follow rules.	407	79.6
5. Other pupils' ideas are better than mine.	407	51.6
6. It's hard for me to decide what to do.	407	63.4
7. I usually let other children have their way.	407	47.9
8. I like to try new things.	407	95.3
9. I like to be told what to do.	405	29.1
10. I would rather watch a game than play it.	405	22.2

TABLE 45

SPARTANBURG COUNTY SCHOOL DISTRICT #5
 RESEARCH AND DEVELOPMENT PROJECT
 IN CAREER EDUCATION
 1973-74
 Percent of Students Responding YES
 to Attitudinal Items in The
 Decision Making Scale
 Grade 4

<u>Item</u>	<u># Responding</u>	<u>Percent YES</u>
1. I usually do what I am supposed to.	154	81.2
2. I change my mind a lot.	153	65.4
3. I like to decide things for myself.	154	72.1
4. I like to follow rules.	154	86.4
5. Other pupils' ideas are better than mine.	154	48.1
6. It's hard for me to decide what to do.	154	68.2
7. I usually let other children have their way.	154	40.3
8. I like to try new things.	154	96.1
9. I like to be told what to do.	153	45.1
10. I would rather watch a game than play it.	154	27.3

TABLE 46

SPARTANBURG COUNTY SCHOOL DISTRICT #5
RESEARCH AND DEVELOPMENT PROJECT
IN CAREER EDUCATION
1973-74

Percent of Students Responding YES
to Attitudinal Items in The
Decision Making Scale
Grade 5

<u>Item</u>	<u># Responding</u>	<u>Percent YES</u>
1. I usually do what I am supposed to.	137	78.8
2. I change my mind a lot.	138	63.0
3. I like to decide things for myself.	138	61.6
4. I like to follow rules.	137	75.9
5. Other pupils' ideas are better than mine.	136	54.4
6. It's hard for me to decide what to do.	138	70.3
7. I usually let other children have their way.	138	48.6
8. I like to try new things.	138	94.9
9. I like to be told what to do.	137	22.6
10. I would rather watch a game than play it.	137	16.8

TABLE 47

SPARTANBURG COUNTY SCHOOL DISTRICT #5
RESEARCH AND DEVELOPMENT PROJECT
IN CAREER EDUCATION
1973-74

Percent of Students Responding YES
to Attitudinal Items in The
Decision Making Scale
Grade 6

<u>Item</u>	<u># Responding</u>	<u>Percent YES</u>
1. I usually do what I am supposed to.	116	73.3
2. I change my mind a lot.	116	62.1
3. I like to decide things for myself.	116	81.9
4. I like to follow rules.	116	75.0
5. Other pupils' ideas are better than mine.	117	53.0
6. It's hard for me to decide what to do.	115	48.7
7. I usually let other children have their way.	115	57.4
8. I like to try new things.	115	94.8
9. I like to be told what to do.	115	15.7
10. I would rather watch a game than play it.	114	21.9

TABLE 48

SPARTANBURG COUNTY SCHOOL DISTRICT #5
RESEARCH AND DEVELOPMENT PROJECT
IN CAREER EDUCATION
1973-74

Percent of Students Responding YES
to Attitudinal Items in the
Decision Making Scale
Grades 8-12

Item Number	Percent Responding YES by Grade					Total 409
	8 154	9 103	10 125	11 88	12 139	
1. I usually do what is expected of me.	67.5	73.1	76.0	77.3	80.6	74.6
2. I like jobs that give me responsibility.	85.1	90.3	88.8	85.2	86.3	87.0
3. I change my mind a lot.	59.1	59.6	48.0	53.4	54.0	54.9
4. When I make decisions, I usually worry about results.	68.8	65.4	68.0	60.2	59.9	64.8
5. I like to solve difficult problems.	47.7	51.0	47.2	42.0	54.0	48.8
6. I like to be told what to do.	14.3	14.4	5.6	15.9	7.2	11.1
7. I would rather watch a game than play it.	16.2	22.5	18.4	20.5	22.3	19.7
8. I like to decide things for myself.	88.3	91.3	95.2	94.3	94.2	92.5
9. I like to try new things.	94.2	94.2	96.8	95.5	92.8	94.6
10. I like to follow rules.	53.6	52.0	46.4	52.3	57.6	52.6
11. Other pupils' ideas are better than mine.	33.1	30.1	23.2	22.7	17.3	25.4
12. It is hard for me to decide what to do.	56.5	58.7	40.0	34.1	42.4	47.0
13. I think I would make a good leader.	47.4	48.5	50.8	55.7	68.3	54.3
14. A person should fit his behavior to the group.	56.2	51.0	48.0	60.2	35.3	49.4
15. I have a lot of confidence in myself.	60.1	67.3	72.8	78.4	74.8	70.0

SECTION TWO

FINAL REPORT

South Carolina Department of Education
Office of Vocational Education
Research Coordinating Unit
Career Education Project

I. Project Purpose

The major thrust of the South Carolina State Department of Education Career Education Project is the development and promotion of a practical concept of career education which can be incorporated into all educational programs. Adhering to the philosophy being espoused by the United States Office of Career Education's Office of Career Education, South Carolina operates under the following premise:

Career Education is a sequential, developmental process of specialized experiences for all people (kindergarten through adulthood). This process will incorporate currently established curricula into "real life" situations, thereby providing the individual with affective knowledge of attitude and value formation as well as cognitive skills. It will provide a personal approach in education, geared toward preparing the individual to rationally choose his/her place in the working society.

II. Project Objectives - Fiscal Year 1975

For reasons of expediency, the Project Objectives cited in the State Department of Education's Five-Year-Plan are consistent with those outlined in the Office of Vocational Education's State Plan.

Five-Year Plan

1. The Office of Vocational Education's Career Education staff will:
 - a. Provide career education packets to 20 districts.
 - b. Encourage districts to plan inservice workshops to utilize packet to implement program.
 - c. Assist in conducting workshops in the 20 districts for the purpose of developing a conceptual knowledge of career education, resulting in their being equipped to identify career education elements and incorporate the elements into their existing educational program by April 1, 1975.

2. The Vocational Education's Career Education staff will revise and refine the existing State Department of Education's "Position Paper" on Career Education in South Carolina by December 15, 1974.
3. The Career Education staff will conduct a survey to identify all existing Career Education programs in South Carolina for the purpose of providing data that will help establish a system for coordinating Career Education and related programs by April 1, 1975.

State Plan

1. To produce and deliver a programmed package of orientation materials to be used in inservice sessions.
2. To solicit State Department of Education (SDE) reinforcement for the "position" on Career Education espoused by the Consultants.
3. To establish the Career Education staff as a resource and coordinating office.
 - a. To provide 20 school districts with a conceptual knowledge of Career Education resulting in their being equipped to identify Career Education elements and incorporate these elements into their existing educational program by June 1, 1975.
 - b. To revise and refine the existing SDE "Position Paper" on Career Education in South Carolina by December 15, 1974.
 - c. To conduct a survey to identify all existing Career Education programs in South Carolina for the purpose of providing data that will help establish a system for coordinating Career Education and related programs by April 1, 1975.
 - d. To establish and maintain a Resource Room at the SDE for local district use by January 15, 1975.

III. Activities and Accomplishments

1. Research and Development sites.

On June 1, 1973, the South Carolina Department of Education received a grant from the U. S. Office of Education to plan and implement, in conjunction with Lexington School District Three and Spartanburg School District Five, a research and development project in career education. South Carolina's letter of assurance concerning the use of this funding available through Section 131 (a) Part C of the Vocational Education Amendments of 1968 (Public Law 90-576) cited the following intention:

It is our intention to continue and expand our Research and Development Project in Career Education by continuing operation at our current project site and by initiating operation at a second project site. Both sites will provide opportunities for the development, demonstration, and

testing of a Career Education model suitable for state-wide implementation. Our goal is eventual state-wide implementation.

Enclosed is a tentative draft of the State Department of Education's approach to Career Education. As you can see, we are attempting to guide our local educational agencies in developing their own Career Education programs. Our role is primarily one of providing support services. In order to provide adequate support services, we need strong program models such as those our Research and Development sites can provide.

Both sites will meet the same minimum criteria for a Career Education program and both will attempt to accomplish the same basic objectives. However, each site will develop its own detailed program in order to best meet its own needs and best complement its existing structure, resources, and programs. Our current project site will serve, in many respects, as a model to the second project site. At the same time, the current site will continue and expand its operation in order to provide a constantly improving model. The second site will provide an opportunity to test and demonstrate the effectiveness of adopting the first model's concepts to another site. It is not our intention that the second site be identical to the first; rather it will offer an example of the adaptability of the basic model.

The State Department of Education's proposal for this Research and Development effort in Career Education contains three components:

- (1) the continuation and expansion of the current Research and Development Project at the Lexington County School District Three site;
- (2) the initiation and adaptation of that basic project model at the Spartanburg County School District Five site;
- (3) the expansion of the State Department of Education's support services to all Career Education efforts throughout South Carolina.

Although the Lexington School District Three Project was originally funded in January 1972 and channeled through the South Carolina Department of Education, the U. S. Office of Education extended its support to allow for effective conclusion of certain project activities. The Spartanburg School District Five project, however, was initiated in 1973. Thus, the Lexington School District Three site was terminated in November, 1974. The State Department of Education awarded funds to the Spartanburg School District Five site for continuation efforts.

The basic goal of the total project effort was to develop and implement a comprehensive program that incorporated the fundamental philosophy of career education and that had the potential for state-wide implementation. A second

major goal was to provide, through this project, practical examples of career education programs in order to assist other school districts in assessing the worth of career education and developing techniques in implementing such a program.

Although the development and planning of the project was shared among the South Carolina Department of Education, Lexington County School District Three, and Spartanburg County School District Five, the responsibility for implementing the planned project belonged to the local districts. An independent firm was hired to conduct an unbiased third party evaluation (IBEX, Durham, N. C.).

As planned, the career education effort was to be implemented through the existing curriculum by all teachers, kindergarden through high school. The particular methods used to accomplish this implementation and to achieve the objectives varied with each building's organization and each teaching group's particular style.

Within the district, the responsibility for coordinating the implementation was delegated to a career education staff. The director and his staff, under the direct supervision of the superintendent, worked with principals, teachers, and counselors in planning, preparing, and implementing learning activities.

The state educational agency provided a project coordinator, or consultant, to assist and support the local effort. The project coordinator also assumed responsibility for federal reporting, coordinating and evaluation, and disseminating information about the project on a state and national level. In addition, the coordinator represented and attempted to further career education within the State Department of Education.

As a result of these overall efforts, the project did involve all research site teachers in reaching their students in the pre-determined minimal educational activities. Within the time frame that this project has been in operation, there has also been a marked increase in the level of awareness of and interest in career education throughout the state and within the state educational agency. Although it is difficult to determine how much of this increase is directly attributable to this project, it would appear likely that the project did make a major contribution via the "mushrooming effect."

More apparent is the project's direct contribution to the State's conceptual knowledge of career education. As an culminating product of the operation, the South Carolina State Department of Education developed an inservice orientation package consisting of a programmed workbook, an ideas booklet, and a videotape. The State Agency also became equipped to serve as a coordinating, resource agency. The ultimate goal is to refocus or refine the State's educators' awareness of the tenets inherent in the career education concept.

2. Five-Year-Pla. Objectives

In the fall of 1974 Career Education "orientation" materials were offered to twenty districts designated by the State Department of Education:

- a. a programmed workbook, Career Development (See attachment A.);
- b. a supplement, Ideas for Classroom Activities in Career Development (See attachment B.);
- c. a videotape, depicting career education "happening" in the classroom (filmed at a South Carolina research site).

A letter announcing this service was mailed to each of the twenty superintendents from the office of the Chief State School Officer, Dr. Cyril B. Busbee (See attachment C.). They were asked to appoint a representative who would receive travel reimbursement for his/her trip to the State Department of Education office building in order to attend a training session. Afterward, a closed-circuit television schedule was arranged. The State Consultant provided the leadership during this inservice session with the representatives serving as group leaders in their respective districts. Follow-up services continued throughout the year (e.g., mailouts, written correspondence, telephone calls, provision of on-site consultants from Spartanburg School District Five, trips to Spartanburg School District Five, etc.).

3. The position paper on "Career Education in South Carolina" was drafted and mailed out for review to key persons in career education, both within the State Department of Education, the State, and the nation. After the input was assimilated, the final copy was submitted to the Chief State School Officer for his signature and was presented to the State Board of Education for informational purposes. It will be disseminated to South Carolina's educators who are already involved in career education activities as well as to those who are interested in aligning their initial activities with the philosophy, or stance, of the State Department of Education. In addition, it will be disseminated outside the State in order to fulfill South Carolina's responsibility as a participant in the national career education movement. Since projected plans at the USOE call for the allocation of FY'76 monies to individual states for the purpose of developing a state plan, this paper should serve the Department well as evidence of activities and support taking place.

The document contains the following areas of emphasis:

1. Need for Career Education
2. Basic Concept Assumptions of Career Education
3. Background of the Career Education Movement in South Carolina
4. Elements of Career Education

5. Learner Objectives

6. A Suggested Model

7. South Carolina's Position

4. A survey form was developed by the State Consultant, using available research from other states, in order to conduct a survey of all existing career education programs in South Carolina. A letter to accompany the form was composed for the Chief State School Officer's signature. (See attachment D.)
5. The office of the State Consultant houses commercial and non-commercial resource materials for use by local school district personnel and Department employees. The materials were not purchased; rather they were reviewed by the Consultant as to their potential benefit to the State and displayed only if the company or state chose to "loan" copies. The resource area also contains in-State materials (e.g., a "How To" document from Lexington School District Three, inservice material developed within the State, etc.)
6. Other major accomplishments include:
 1. assistance in the development and printing of a "How To" document which served as the culminating activity of the Lexington School District Three research site;
 2. assistance in the development of a proposal designed to continue the Spartanburg School District Five research site for the time period of December 1, 1974 - June 30, 1975; from this extension came the development of a descriptive brochure and a "How To" document;
 3. participation in those national activities designed for state coordinators of career education and sponsored either by the Council of Chief State School Officers or the U. S. Office of Education's Office of Career Education;
 4. development of guidelines necessary for a model comprehensive project in career education (proposal submitted for this project by Spartanburg School District Five, July 1, 1975 - June 30, 1976);
 5. alignment with the Office of Instructional Television and the Educational Television Network in the use of a fifteen fifteen-minute instructional series "Bread and Butterflies" and in a news broadcast;
 6. assistance to the University of South Carolina's School of Education (i.e., lectures, materials, etc.);

7. coordination with an assistance to career education projects other than Spartanburg School District Five, Lexington School District Three, and the twenty target areas.
8. participation in the State Department of Education Self-Concept Steering Committee.

IV. Problems

Lack of staff: Many worthwhile activities must be eliminated due to a lack of staff (e.g., articulation with post-secondary institutions, on-site visits, in-depth coordination with State associations such as guidance, the production of a monthly newsletter, service with special areas such as gifted and talented, development of particular areas such as career placement and follow-up, coordination with State Department of Education offices, etc.). Currently, salaries have been allocated for two positions, i.e., a State Consultant and a secretary.

V. Plans for School Year 1976

1. The project purpose remains the same as that cited in Section I of this report.
2. Objectives

Five-Year-Plan (State Department of Education)

1. The Career Education staff will design and produce the remaining components to the orientation/planning materials package to be used by local school district personnel by September 30, 1975, i.e., a Teacher's Resource Manual, a Counselor's Resource Manual, an Administrator's Resource Manual.
2. The Vocational Research Coordinating Unit Career Education staff will field-test the orientation/planning package in a minimum of ten school districts by May 30, 1976.

State Plan (State Department of Education, Office of Vocational Education)

1. To design and produce the remaining components to the orientation/planning materials package, to be used by local school district personnel by September 1975.
2. To field-test the orientation/planning package in five school districts in fiscal year 1976.

SECTION THREE

**RESEARCH
AND
DEVELOPMENT
PROJECT
IN**

***Career
Education***

**THE
BATESBURG-
LEESVILLE
WAY**

**BATESBURG-LEESVILLE
SOUTH CAROLINA**

State of South Carolina, Department of Education

**FINDINGS
OF
RESEARCH AND DEVELOPMENT PROJECT
IN
CAREER EDUCATION**

South Carolina Department of Education
Rutledge Building
Columbia, South Carolina 29201

Cyril B. Busbee
State Superintendent of Education

Charlie G. Williams
Deputy Superintendent of Education
Division of Instruction

January 1972 - November 1974

*This Research and Development Project
in Career Education was conducted under
Part C of Public Law 90-576.*

ACKNOWLEDGEMENT

The Placement and Publicity Coordinator of the Batesburg-Leesville Career Education Project acknowledges with sincere appreciation and gratitude the services rendered by Miss Ellen Tollison, State Consultant of Career Education, South Carolina Department of Education. The Coordinator also wishes to express appreciation to Dr. Arthur Jensen and Mrs. Joyce Farr, Media Center, Clemson University, for the cooperation shown in the printing and editing of this document; to Mr. Leon F. Temples, Federal Programs Coordinator, Lexington School District III; and to Mrs. Carolus Shealy, Typist.

Without the valuable contributions made by these individuals, the development of this document would have been severely hampered. Credit is also extended to Mr. J. McBride Crout, Superintendent of Schools, Lexington School District III, for his guidance and encouragement in the development of this effort.

Arthur F. Grant
Placement and Publicity Coordinator
Career Education Project
Batesburg-Leesville

TABLE OF CONTENTS

	Page
Statement of Purpose	1
Description of Project Setting	3
Statement of Project Goals	5
Major Objectives	7
Implementation	21
Evaluation	33
Inservice Training	45
Staff Utilization	47
Successful Areas of Emphasis	63
Problem Areas	65
General Recommendations	67
Attachments A and B	69

STATEMENT OF PURPOSE

The purpose of this document is to assist local district personnel in the planning, management, and administration of a successful career education program. The major emphasis of the data will be the identification of practical ways of implementing career education concepts; consequently, the language and general point of view will be structured to meet the needs of the local coordinator and the classroom teacher.

Another important endeavor of this brochure is to identify the major strengths and weaknesses of the Batesburg-Leesville Career Education Project. As the pilot project in the state of South Carolina, Batesburg-Leesville has experienced many of the growing pains and frustrations encountered by most beginning programs. However, the district has also realized a moderate degree of success in many areas.

This document will pinpoint these auspicious activities, and will describe the role of the district personnel in helping these accomplishments to be achieved. It is hoped that this information will be of service in the planning and implementation of your program.

DESCRIPTION OF PROJECT SETTING

The site of the South Carolina Department of Education's Research and Development Project is Lexington County School District Three, serving the Batesburg-Leesville area. This school district serves approximately 3,100 students in grades kindergarten through twelve with a professional staff of approximately 130 teachers, counselors, and administrators. The organizational structure of the total system includes:

Grades K-4

Batesburg Primary and Elementary Schools
Leesville Elementary School

Grades 1-6

Utopia Elementary School (Small, rural school under the same administration as Leesville Elementary)

Grades 5-8

Batesburg-Leesville Middle School

Special Education

Ungraded, separate school

Grades 9-12

Batesburg-Leesville High School

The district administration presently includes a superintendent, a federal program coordinator, four building principals, and the Career Education Project staff. The community itself is in a transition period from a traditionally agriculture-based economy to a more technical and service-based economy.

STATEMENT OF PROJECT GOALS

The three basic project goals established for the Batesburg-Leesville Career Education project were:

- A. To develop a Career Education Program in Lexington School District Three that has the potential, practically and economically, for statewide implementation.
- B. To demonstrate and measure the effectiveness of Career Education with regard to achievement of stated objectives.
- C. To develop an informational handbook and audio-visual supplement for utilization by other school districts in establishing a "workable" Career Education program.

MAJOR OBJECTIVES

In order to realize the basic goals discussed in the preceding section, three types of objectives were developed – the product objectives, the process objectives, and the project objectives.

As is evident to the average reader, these objectives, due to their visual similarity, were a major source of confusion. To complicate matters even further, the local staff and administration had virtually no input in the actual planning, organization, and writing of the major objectives. This was all done by an independent staff prior to Batesburg-Leesville's involvement in the career education concept.

Because of this oversight, many of the stated aims were both cumbersome and impractical – having little significance or sensitivity for the special needs of the local staff, teachers, or students. During the 1973-74 school year, however, the Career Education staff (with valuable assistance from The Research Coordinating Unit of the State Department of Education) made provisions for solving this problem.

This was achieved through the adoption of a new set of objectives and a more concise, less complicated planning format. For sake of depicting the developmental process of the Batesburg-Leesville Career Education project, both the original objectives and the modified version are included.

ORIGINAL OBJECTIVES

1. THE PRODUCT OBJECTIVES

Outlined the types of student outcomes that career education strives to achieve. These objectives deal with the kinds of behavior students must demonstrate in order to make a rational personal career decision and then to pursue that decision successfully.

2. THE PROCESS OBJECTIVES

Detailed the educational strategies and techniques to be used in achieving the desired student outcome. Essentially, these process objectives served to define the minimum educational activities to be implemented through the project.

3. THE PROJECT OBJECTIVES

Provided a system of events that would lead to the accomplishment of both the product and process objectives. The project objectives were the actual implementation strategy of the overall program; i.e., the administrative "how to" guide.

NOTE:

The project objectives were designed for the purpose of guiding the career education staff in the proper administration of the general program. Unfortunately, these proved ineffective and for the most part, confusing. In reality, the project objectives were more of a list of duties and responsibilities than a useful guide. The actual "how to" was left up to the local administrators and career education staff.

A. Grades 1-6 Component

1. Product Objectives

Each student will:

- a. have a knowledge and understanding of the economic, social, and personal importance of work.
- b. understand the range, nature, and relatedness of occupations in each of the career groups and in the specific occupational clusters covered.
- c. show an awareness of the need for basic educational skills in the world of work.
- d. know and practice the desirable habits and attitudes that are needed in the world of work.
- e. practice decision making and simulate career selection.
- f. demonstrate a positive self-image and attitude toward others.
- g. have an awareness of his interests.

2. Process Objectives

- a. Teachers will develop four (4) career education units for use during the 1972-73 school year that will:
 - (1) encompass all occupational cluster groups (Service, Business, Science, and Communications) and show the relationship between them.
 - (2) be integrated with all subject matter to emphasize the relationship of and need for basic skills in the world of work.
 - (3) provide activities to emphasize desirable habits and attitudes for life and work.
 - (4) provide individual and group activities that enhance occupational aspirations, student concept of self, and student ability to get along with others.
 - (5) provide each student the opportunity to participate in activities for the evaluation of career interests and aptitudes.
 - (6) incorporate extensive use of audio-visual materials in career education.
 - (7) provide activities for students to plan parts of each unit and simulate a career choice related to each unit.
 - (8) provide community involvement and activities to take students into the working world.
- b. Teachers will evaluate each unit with regard to instructional techniques and process activities in relation to their effectiveness in producing established product objectives.

B. Grades 7-9 Component

1. Product Objectives

Each student will:

- a. have a knowledge and understanding of the economic, social and personal importance of work.
- b. understand the range, nature, and relatedness of occupations in specific occupational clusters covered during the year.
- c. understand the need for basic educational skills in the world of work.
- d. know and practice the desirable habits and attitudes that are needed in the world of work.
- e. practice decision making and narrow career choices.

- f. demonstrate a positive self-image attitude toward others.
- g. have a knowledge and understanding of his interests, abilities, values, and needs.
- h. base his career choice(s) on his knowledge and understanding of his interests, abilities, values, and needs.
- i. have a basic understanding of the consequences of his career choices.

2. Process Objectives

- a. Teachers will develop four (4) career education units for use during the 1972-73 school year that will:
 - (1) provide for the exploration of all occupational clusters at the 7th and 8th grade level and will relate basic subject matter to each cluster studied.
 - (2) provide for the in-depth study of all occupational clusters and relate basic subject matter to those clusters at the 9th grade level.
 - (3) focus upon the need for basic skills in the world of work.
 - (4) provide activities for students to learn desirable habits and attitudes for life and work.
 - (5) provide activities for students to practice decision making and narrow career choices.
 - (6) provide individual and group activities that enhance occupational aspirations, student self-concept and the ability to get along with others.
 - (7) provide activities for students to explore and access their interests, abilities, values, and needs, and apply this knowledge in narrowing career choices.
- b. Teachers will evaluate each unit with regard to the effectiveness of instructional techniques and process activities in producing established product objectives.
- c. Teachers will relate course material to career preparation and the world of work.
- d. Teachers, counselors, and project staff will provide students with the opportunity to explore in-depth five (5) chosen clusters.
- e. Project staff will provide ninth graders with a supplementary exploration program during the first six weeks period.

C. Grades 10-12 Component

1. Product Objectives

Each student will:

- a. have a knowledge and understanding of the economic, social, and personal significance of work.
- b. understand the range, nature, and relatedness of all work.
- c. understand the need for basic educational skills in the world of work.
- d. know and practice the desirable habits and attitudes that are needed in the world of work.
- e. demonstrate a positive self-image and attitude toward others.
- f. have a knowledge and understanding of his interests, abilities, values, and needs.
- g. base his career choice(s) on his knowledge and understanding of his interests, abilities, values, and needs.
- h. have a basic understanding of the consequences of his career choice(s).
- i. narrow his career choices to one occupational area and make a decision between a vocational or a college preparatory program.
- j. plan an educational program appropriate for his college choice.
- k. be placed in a job or higher education program following termination from school.

2. Process Objectives

- a. Teachers will relate course material to career preparation and the world of work.
- b. Teachers will develop four (4) career education themes for individual projects that will:
 - (1) provide for in-depth exploration of chosen occupational clusters.
 - (2) provide for group activities that illustrate the range, nature, and relatedness of all work.
 - (3) focus upon the need for basic skills in the world of work.
 - (4) provide an opportunity to learn the desirable habits and attitudes for chosen careers.
 - (5) allow students to explore their feelings about themselves and others and to relate these feelings to their total life plans.
 - (6) allow students to explore chosen careers in terms of their own interests, abilities, needs and values.
 - (7) allow students to learn the consequences of their career choices.
- c. Teachers will evaluate each project with regard to the effectiveness of themes, instructional techniques, and process activities in producing established product objectives.
- d. Project staff will provide 10th graders with a supplementary exploration program during the first six weeks period.
- e. Guidance personnel will develop and operate an intensive career guidance course for the 10th graders.
- f. Guidance personnel will develop and implement career guidance techniques for those 11th and 12th graders who need assistance in choosing a career and planning for it.
- g. Project staff will provide opportunities for students to explore their chosen careers outside the school setting.
- h. Project staff and guidance personnel will provide for the placement (employment or program of further education) of students leaving high school.

D. Special Education

1. Product Objectives

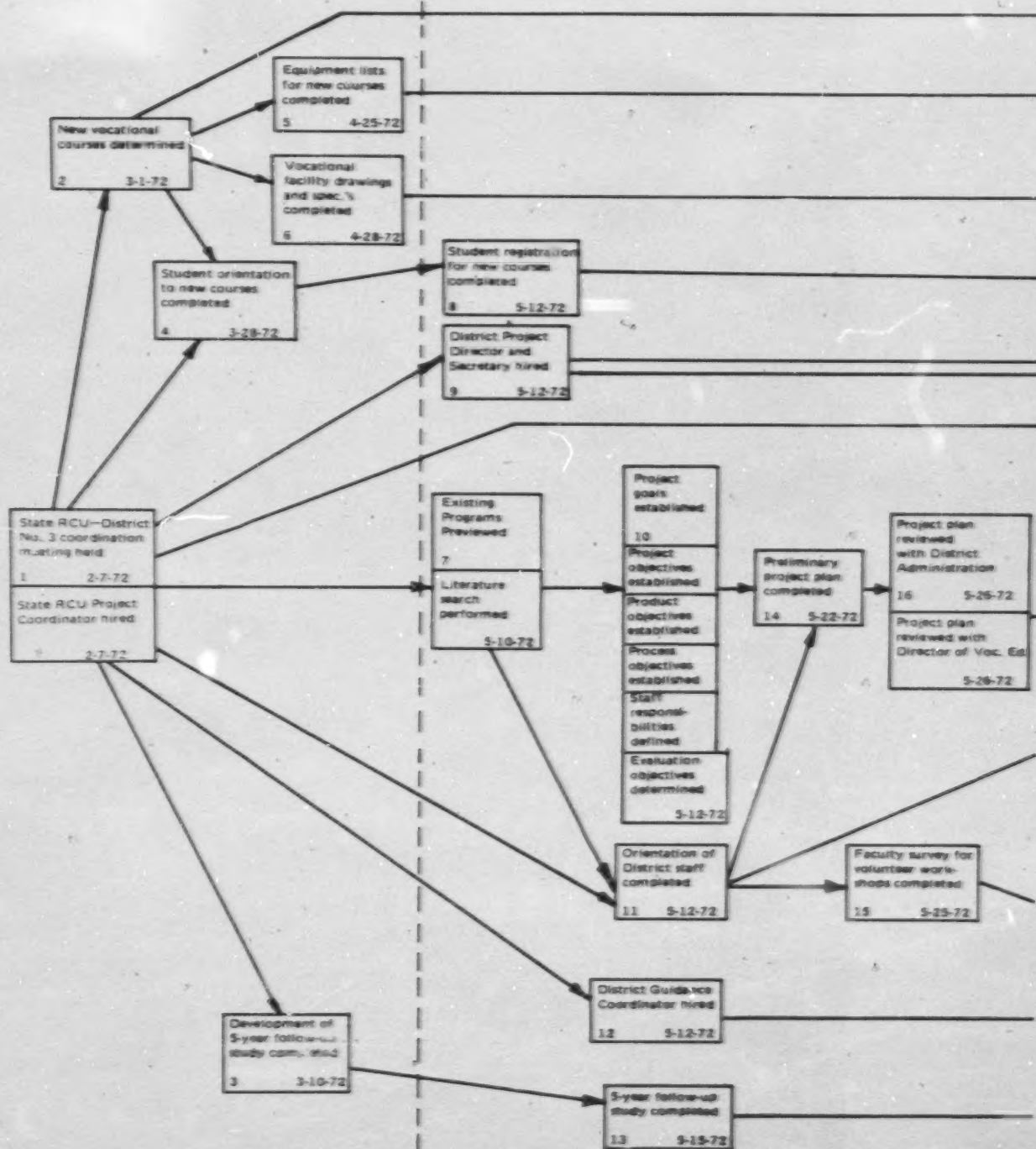
The product objectives applicable to teach individual students in the special education sub-component are the same as the product objectives for the appropriate grade level component.

2. Process Objectives

Teachers will provide individual activities that will accomplish the appropriate component product objectives and that will provide basic skill training in specific appropriate occupations.

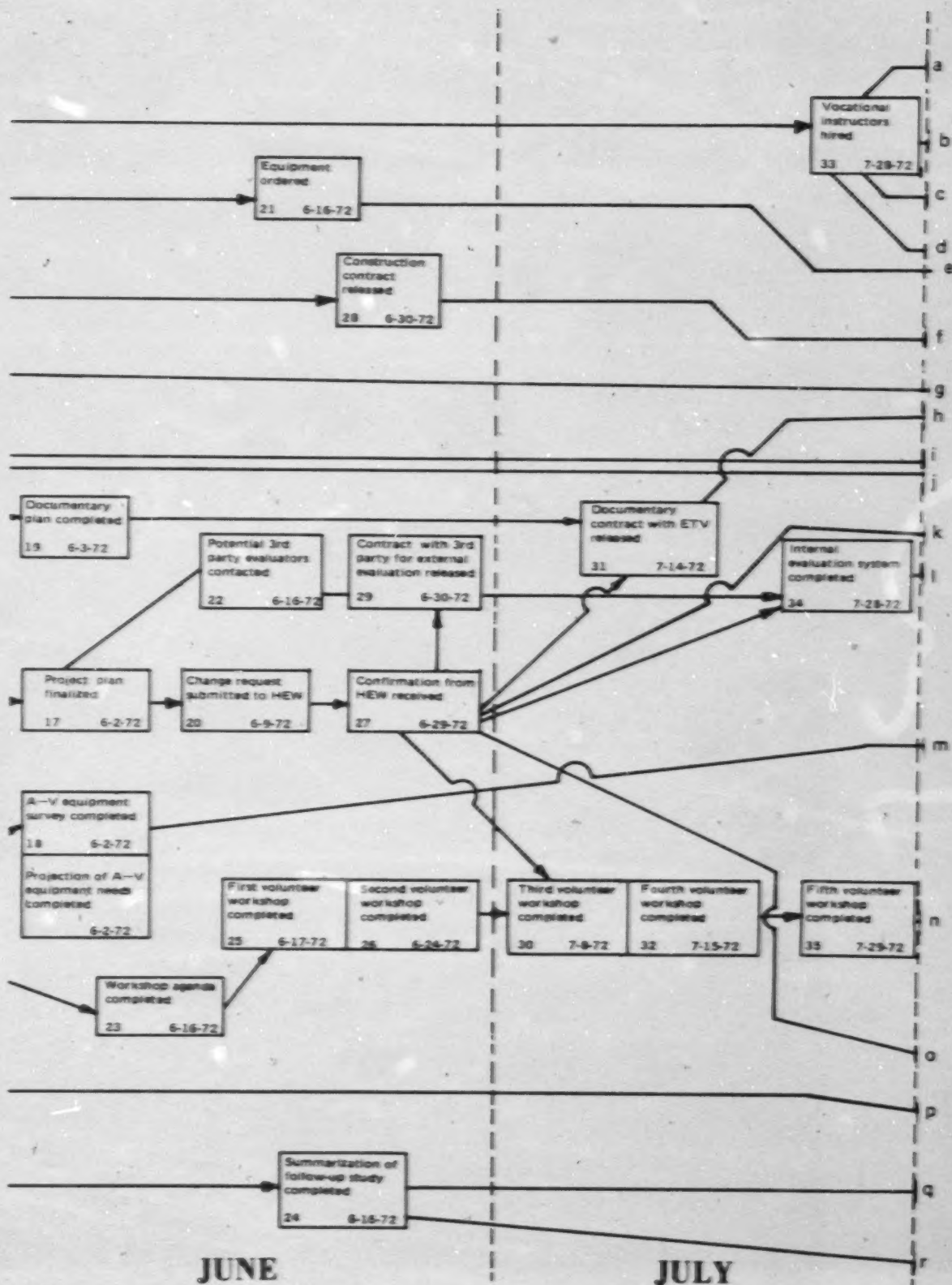
Project Objectives were developed and portrayed on the following chart, utilizing Program Evaluation and Review Techniques (PERT). PERT displays, by means of a timing based network, the systematic integration of all project tasks from project start to completion, and shows the interdependency of activities and objectives to be accomplished. PERT also provides a means of communicating a better understanding of the project effort; assessing and controlling human, physical, and financial resources; and generating terse and timely project status reports for effective management of the overall effort.

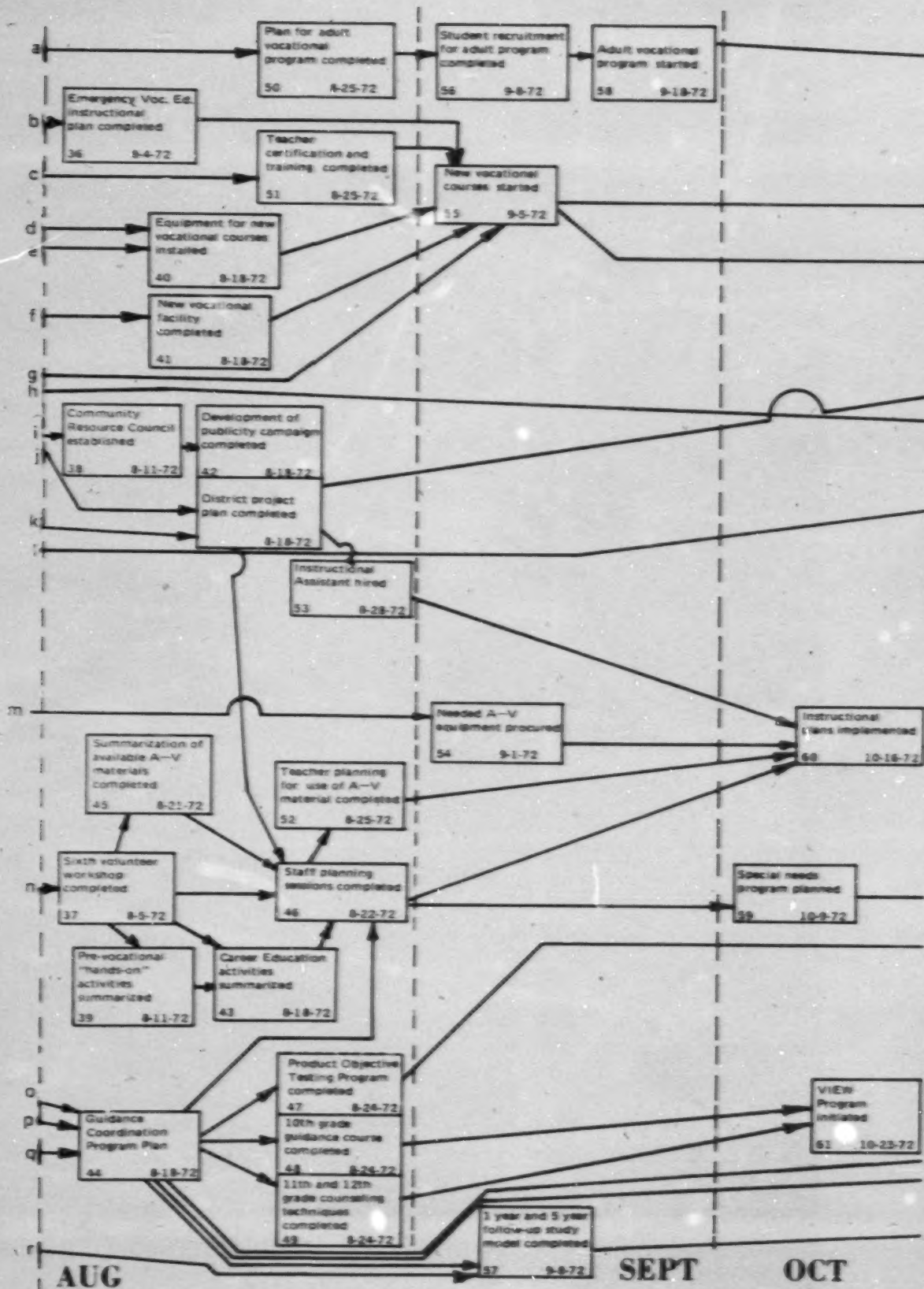
PROJECT OBJECTIVES PERT CHART

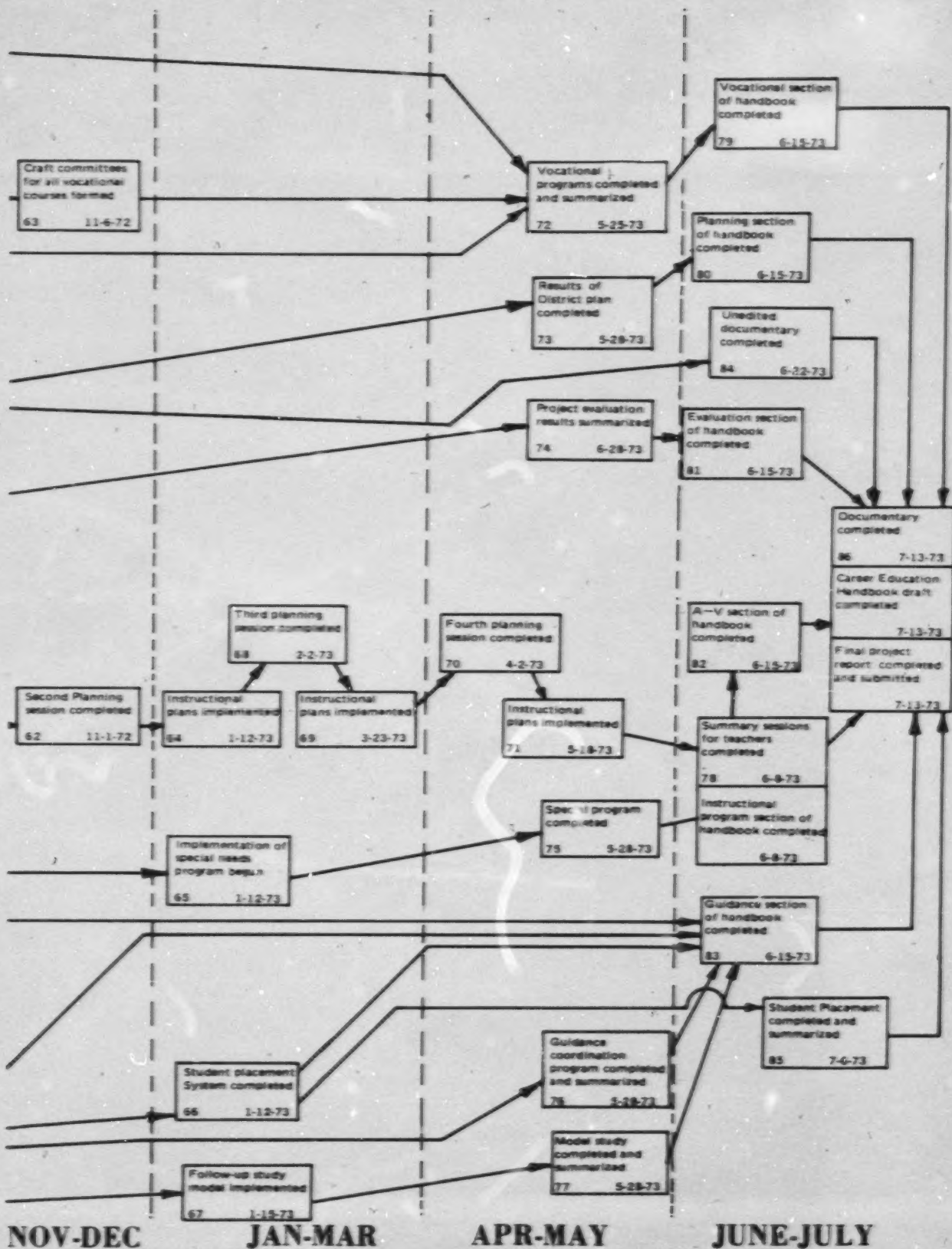


JAN-APR

MAY







The following rules should be understood with regard to interpreting the PERT chart:

1. Squares represent objectives (or events) while arrows indicate the activity required to realize an objective (event).
2. Objectives may be either initiation or completion objectives (events).
3. Activity lines impinging on a particular objective (event) indicate the prerequisite events necessary to achieve that objective.

CAREER EDUCATION PROJECT ACTIVITY STATUS (Explanation of PERT Chart)

Responsibility: State RCU

- 1-a. Hold State RCU District Meeting
- 1-b. Hire State RCU Project Coordinator
2. Develop 5-Year Follow-Up Study
3. Orient Students to New Courses
4. Complete Preview of Programs
5. Establish Project Goals, Objectives, etc.
6. Orient District Staff
7. Complete Preliminary Project Plan
8. Survey Faculty for Volunteer Workshop
- 9-a. Review Project Plan with District
- 9-b. Review Project Plan with State
10. Finalize Project Plan
11. Complete Plans for Documentary
12. Submit Change Request to HEW
13. Contact Potential Third Party Evaluation
14. Complete Workshop Agenda
15. Complete First Volunteer Workshop
16. Complete Second Volunteer Workshop
17. Receive Confirmation of Revised Plan
18. Release Contract to Third Party
19. Complete Third Volunteer Workshop

20. Release Contract for Documentary to ETV
21. Complete Fourth Volunteer Workshop
22. Develop Internal Evaluation System
23. Complete Fifth Volunteer Workshop
24. Complete Sixth Volunteer Workshop
25. Provide Certification/Training; New Teachers
26. Summarize Results of all Project Evaluations
27. Complete Planning Section of Handbook
28. Complete Evaluation Section of Handbook
29. Complete Unedited Documentary
30. Complete Draft of Career Education Handbook
31. Complete Final Project Report

Responsibility: District Superintendent

1. Determine New Vocational Courses
2. Complete Equipment List
3. Complete Facility Layout
4. Hire District Project Director
5. Hire District Guidance Coordinator
6. Order Equipment
7. Release Construction Contract
8. Hire Instructors - Vocational
9. Complete New Facility
10. Develop Plan for Adult Vocational Program
11. Hire Instructional Assistant
12. Procure Needed A-V Equipment
13. Recruit Adults and Dropouts for Vocational Program
14. Start Adult Vocational Program

Responsibility: Project Coordinator (District)

- 1-a. Survey Existing A-V Equipment
- 1-b. Project A-V Equipment
2. Establish Community Resource Council
3. Prevocational "Hands On" Activities
- 4-a. Complete District Project Plan
- 4-b. Develop Publicity Campaign
5. Summarize Career Education Act
6. Summarize Available A-V Material
7. Complete First Staff Planning Session
8. Complete Second Planning Session
9. Complete Third Planning Session
10. Complete Fourth Planning Session
11. Summarize Results District Plans
- 12-a. Complete Summary Sessions -- Teachers
- 12-b. Complete Instructional Program
- 12-c. Complete Section of Handbook

Responsibility: Guidance Coordinator/Counselors

1. Register Students, New Course
2. Complete 5-Year Follow-Up Study
3. Summarize Results of 5-Year Follow-Up
4. Develop Guidance Coordination Activities
5. Development of Testing Program
6. Development of 10th Grade Guidance
7. Development of 11th and 12th Grade Guidance Tech.
8. Develop Models of 1 and 5-Year Follow-Up Study
9. Initiate VIEW Program
10. Develop Student Placement System
11. Begin Model Follow-Up Study

12. Complete Guidance Coordination Program and Summarize
13. Complete and Review Model Follow-Up Study
14. Complete Guidance Section of Handbook
15. Complete Student Placement and Summarize

Responsibility: School Principal (High School)

1. Develop Emergency Alternative Plan
2. Install New Equipment
3. Start New Vocational Courses
4. Complete Vocational Program and Summarize
5. Complete Vocational Section of Handbook

Responsibility: School Principal (Elementary)

No Prime Responsibility Activities

Responsibility: School Principal (Instructional Assistant)

No Prime Responsibility Activities

Responsibility: Teachers

1. Plan Use of A-V Materials
2. Plan Special Needs Program
3. Complete Implementation of First Instructional Plans
4. Form Craft Committees
5. Complete Implementation of Second Instructional Plans
6. Implement Special Needs Program
7. Complete Third Planning Session
8. Complete Implementation of Third Instructional Plans
9. Complete Implementation of Fourth Instructional Plans
10. Complete Special Needs Program
11. Complete Instructional Program Handbook Section

NOTE:

According to the State Department of Education's Letter of Assurance for a Research and Development Project, the purpose of the Project Objectives PERT Chart was to show the "systematic integration of all project tasks, from project start to completion, and to exhibit the interdependency of activities and objectives to be accomplished." Despite the fact that many of the objectives listed by the PERT Chart were ambiguous and impractical in the Batesburg-Leesville setting, the chart was helpful in many ways.

The PERT Chart (although sometimes quite confusing) provided the local career education administrators with a blueprint of responsibilities to be carried out. Through the trial and error method, the career education staff was able to test the applicability of the original Project Objectives to the class setting.

After several meetings between the career education staff and teachers from Batesburg-Leesville Schools, it was learned that several objectives and activities listed on the PERT Chart did not fit the needs and interests of the district. Because of this, during the second year of project funding, the local staff (with assistance from the State Department of Education's Career Education Consultant) narrowed the list of project objectives to a more concise and practical statement of basic goals. (See revised objectives below.)

School districts interested in utilizing the career education concept are urged to tailor goals and objectives to suit their own specific needs before attempting to implement a comprehensive program. The committee assigned this task should include the principals, project staff, and teacher representatives from each participating school.

REVISED OBJECTIVES

Self-Knowledge

- To understand the rights and responsibilities of the individual at home and at school.
- To know the importance of "self" as an individual and as a worthy member of groups.
- To help student realize his need to acquire basic educational skills.
- To help student become aware of his interests.
- To develop the student's awareness of his personal values and how they relate to his life choices.
- To be aware of his own capabilities and limitations.
- To apply self awareness in making realistic life choices.

Develop Decision Making Skills

- To become aware of cause and effect in making decisions.
- To become aware of the consequences of personal decision-making.
- To become able to analyze alternatives to problems and express them.
- To apply the decision-making process to home, social, and school related problems.
- To apply the decision-making process to the study and selection of careers.

To be aware that career decisions are flexible at the expense of time, effort, and money.

Awareness of the Social and Personal Importance of Work

To understand the importance of each individual in the function of the home.

To learn to appreciate all individuals in the school and social settings.

To be aware of the importance of getting along with other people.

To appreciate all forms of human endeavor and work.

To realize the importance of the contribution that each member makes to the community.

To understand the impact of work in one's life and the resulting need to make a meaningful career choice.

Awareness of the Economic Importance of Work

To be aware of the exchange of goods and services.

To understand our monetary system.

To understand the process of production and distribution of goods and services.

To be aware of the law of supply and demand.

To understand that specialization creates an interdependent society.

To understand the economic potentials and costs related to careers and career choices.

To be able to project the economic implications of career decisions to future life styles.

To understand the relationship of legal and financial considerations to specific clusters and personal and family matters.

Awareness of Careers and Occupational Skills

To know the jobs of home members and school personnel.

To gain a knowledge of jobs necessary to maintain the community and their dependency on each other.

To identify different tools and skills for different jobs.

To recognize abilities and skills required for various careers.

To match necessary skills and processes with selected career clusters.

To match individual abilities and interests with skills and processes needed in career clusters.

To develop skills basic to the chosen career cluster.

IMPLEMENTATION

Perhaps one of the most significant phases of any successful career education program is implementation. However, it is important to note that without creative and stimulating techniques, without carefully planned and relevant activities, and without the dedicated personnel to make these plans materialize, "implementation" is just another impressive sounding (but meaningless) word.

Who is responsible for the fulfillment of project goals and objectives? We all are — administrators, counselors, teachers, students, and even the community. For career education to become a vital and applicable tool of the curriculum, there must be a concerted effort among all school personnel, industry, and public agencies. Yet, the primary responsibility at the grass roots level — the job of making things happen — rests mainly with the classroom teacher.

TEACHER IMPLEMENTATION

Because the teacher is the strongest link between the community, administration, and individual student, the eventual success or failure of the career education concept is largely a reflection of her general attitude and industry. To help the teacher develop a positive attitude toward career development, and to help promote a genuine desire to modify and refine outdated educational practices, the district administrators must encourage and reward creativity.

Perhaps of even greater importance, however, is the need for the teacher to feel secure and knowledgeable about the basic goals of the career education movement. During the 1972-73 school year, Batesburg-Leesville's Career Education Project got off to a rather slow start. One of the main reasons, from the teacher's point of view (based on the results of a survey of district personnel) was indecision — or lack of understanding about the general concept of career education.

As was learned during the 1972-73 school term, the teachers who were able to attend the volunteer workshops dealing with career education theory and methods were generally more successful and more enthusiastic. Also, these teachers tended to treat career education objectives as a meaningful, functional part of the learning process. To them, career education was not a "special program" to be implemented once or twice a week, but an organ of curriculum geared to meet the needs of all the students.

Based on these and other factors, before attempting to integrate CE into the curriculum, local school district personnel should conduct extensive orientation sessions to acquaint teachers with information about current trends in the world of work. For these sessions to be fruitful, focus upon the overall concept of career development; the expanding range of occupational opportunity; the social, education and vocational importance of work; and basic methods of relating subject matter to the general needs of the community. This issue will be discussed in detail in the section dealing with "In-service Training."

Despite the vast importance of comprehensive orientation, it does not guarantee success at making career education a meaningful part of the total curriculum. Even after inservice sessions have been conducted, there is still much planning to be done before the complete implementation process can unfold. In other words, for the classroom teacher, the real work is just beginning. It is at this point that lesson plans are revised to include assignments and activities that relate course material to career awareness, where field trips are planned to provide for exploration of job opportunities, and where students are motivated to prepare themselves by acquiring the basic academic and vocational skills needed in the world of work.

During the local project's first year of operation, the Batesburg-Leesville Career Education staff (with permission from the Superintendent of Schools) initiated four "unit planning sessions." The purpose of these planning sessions was to provide an opportunity to organize and coordinate methods of implementing the overall Process Objectives discussed earlier in this document. During these sessions (usually grouped according to the grade level or subject area of the participating teachers), lesson plans were written which were intended to cover the integration of course material with Process Objectives for a nine week period. At the elementary and middle school level, units were usually coordinated between teachers of the same grade. At the high school level, units were coordinated between teachers of the same department (i.e., Social Studies, English and Foreign Languages departments, etc.).

NOTE:

As is illustrated in the section dealing with "Major Objectives," the Process Objectives were designed to define the minimum educational activities to be implemented by the teachers. The job of the Career Education staff, at this stage, was to assist teachers in the organization and planning of implementation activities, such as field trips, role-playing, or visits by community representatives from the "world of work." This was also one motive of the initial unit planning sessions.

Also pointed out in this chapter is the fact that each grade component (i.e., elementary, middle school, and secondary) was concerned with a specific phase of the total career education concept. The elementary school level was concerned with "career awareness." At the middle school, the central focus was on "career exploration." High school activities were designed to promote an awareness of the need for "career preparation."

Several problem areas were identified during the planning sessions which helped to slow the process of implementation in Batesburg. For one, the planning "readiness" of district teachers varied greatly — due to the fact that some teachers, particularly at the high school level, were unable to attend the summer orientation workshops which outlined the basic aims of the career education movement. As a result, considerable planning time was lost due to the need for additional inservice training.

Another finding was that the "unit planning format" (included on the following page) provided by the local Career Education staff was too generalized and lacked the structure needed to enable teachers to pinpoint specific activities which would integrate course material with career education objectives. (This problem was improved considerably during the 1973-74 school year.)

Perhaps one of the most frustrating findings was the fact that several teachers viewed the unit plans as "something extra." Since they viewed the units as strictly "career education" and not a part of their total curriculum development, some of these teachers unconsciously were depicting CE as something new and different when, in fact, it was intended to be a meaningful part of the general learning experience.

OLD UNIT FORMAT

The following is an example of the old unit format used during the 1972-73 school year.

1. Name _____
Subject _____
Grade Level _____
2. What was your fourth unit? (Theme, activity, etc.) _____

3. What general ideas or concepts relating to "work" did your students have the opportunity to learn? _____

4. How were the things your students learned about the "world of work" related to the subject matter involved? _____

5. What activities did you use to involve students? (Ex. lectures, films, assignments, discussions, etc.) _____

6. What were the strengths and weaknesses of your units or themes?

<u>Strengths</u>	<u>Weaknesses</u>
_____	_____
_____	_____
_____	_____
_____	_____
7. If you were repeating your fourth unit or theme or activity, what, if anything, would you do differently? _____

During the summer of 1973, the Batesburg-Leesville Career Education staff developed a new unit planning format. In adopting this new design, the lengthy list of Product and Process Objectives (the source of many teacher complaints) was condensed into one list of basic "goals" and "unit objectives." In addition to providing a more structured guide for teachers, this refined model achieved two other important purposes. First, the new format helped facilitate the teacher's task of correlating Process Objectives with course material. Second, it produced a superior means of evaluating the effectiveness of certain activities, thereby making the implementation task easier. (Also, refer to Revised Objectives on pages 19-20.)

NOTE:

The reader is asked to refer to the revised unit format included on the following page for an illustration of the planning design used in the Batesburg-Leesville schools. You will note that a space is provided for the "Unit Objectives" (what the student is to know), the "Activities" (the methods used to teach basic CE concepts) and the "Evaluation" (which gives the teacher's impression of the overall success of the activities).

Because the basic "goals" are clearly stated on each format, the teacher had only to decide what she wanted the student to know and what methods she would use to teach the concept. In addition, each teacher became responsible for evaluating how successful she was at achieving her stated objectives.

In essence, these changes were made in reaction to feed-back gathered from teachers and principals during the 1972-73 school year (when the Batesburg-Leesville CE Project was initiated). The new unit format was constructed to provide teachers with a small, concise lesson plan for implementing career education concepts with a minimum of confusion and repetition.

Another important modification made during the summer of 1973 involved the issue of overemphasizing certain career group clusters, while other (less familiar) clusters were ignored or covered only briefly. To help devise a method of coping with this problem, a group of teacher-representatives from each grade level was selected. This committee, along with the Career Education staff, selected four specific clusters (from a group of 15 - see pages 26-27) to be emphasized in grades one through eight (see page 28).

NOTE:

Because of this setup, no student would be exposed to the same career information and activities in less than a four year interval. In addition to solving the problem of pupils being exposed to the same concepts from year to year, having certain grade levels responsible for a specific set of career clusters gave the teachers a greater sense of understanding about their individual roles.

REVISED UNIT FORMAT

Batesburg-Leesville Schools
Lexington District Three

Teacher _____ Date: From _____ To _____

Subject _____ Grade _____

Goals of Career Education	Unit Objectives: What do I want the students to know?	Activities: What methods do I use to teach this/these concepts?	Evaluation: Was I successful?
Self-knowledge			
Develop decision making skills			
Awareness of the social and personal importance of work			
Awareness of the economic importance of work			
Awareness of careers and occupational skills			

Career Clusters

1. Agri-Business and Natural Resources



Removing nature's riches from the earth and using the land to raise animals and crops. Jobs with oil, trees, rocks, animals and plants.

5. Consumer and Homemaking



Jobs with food, clothing and textiles, home furnishing, and families.

2. Business and Office



Typing, storing, studying, and distributing records of people's work. Jobs with typewriters, computers, copying machines and records.

6. Environment



The protecting and saving of the natural things around us, including the repair of damage man has done. Jobs are concerned with land, water, air, and all living things.

3. Communications and Media



Getting information to people. Jobs with telephones, telegraphs, magazines, newspapers, books, radio and television.

7. Fine Arts and Humanities



Creating, writing, performing, and studying. Jobs with music, plays, dance, poetry, art, novels, history and languages.

4. Construction



All activities in building. Jobs with cement, plastic, wire, and tile.

8. Health



Care and repair of the human body and mind.

9. Hospitality and Recreation



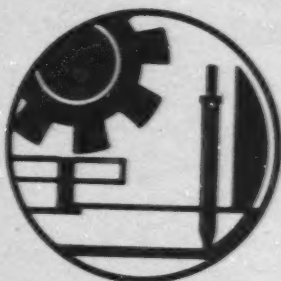
Jobs related to spare or leisure time activities. Jobs in parks, hotels, clubs, sports, amusements, and hobbies.

13. Personal Services



Working on or near individual people or animals. Barbering, hairstyling, undertaking, pet grooming, boarding, and training.

10. Manufacturing



The making of anything not found in nature. Designing, assembling, producing, packaging, advertising, and transporting.

14. Public Services



Work which benefits groups of people. Teachers, police, firemen, government workers, military, and public utilities.

11. Marine Science



All jobs concerning the oceans and the plants, animals, and minerals in the oceans. Fishing growing, studying, exploring, and harvesting.

15. Transportation



Moving people and goods from one place to another. Airlines, railroads, ships, trucks, and buses.

12. Marketing and Distribution



Getting goods and services to the customer. Jobs in buying from the manufacturer, shipping, storing, advertising, and selling.

UNITS CHOSEN IN CAREER CLUSTERS

- Grade 1. Personal Services
 Agri-business and Natural Resources
 Transportation
 Post Office
- Grade 2. Construction
 Public Services
 Consumer and Homemaking
 Hospitality and Recreation
- Grade 3. Fine Arts and Humanities
 Agri-business
 Health
 Communications and Media
- Grade 4. Environment
 Marketing and Distribution
 Construction
 Manufacturing
- Grade 5. Public Services
 Consumer and Homemaking
 Communications and Media
 Transportation
- Grade 6. Construction (Repair Services)
 Manufacturing
 "Hands On"
 Marketing and Distribution
 Business and Office
- Grade 7. Agri-business
 Health
 Fine Arts and Humanities
 Hospitality and Recreation
- Grade 8. Public Services
 Natural Resources
 Environment
 Manufacturing
 Marine Science (Mini-unit in Science)
 Personal Services (Mini-unit in Home Economics)

NOTE:

The preceding section has primarily dealt with "implementation" from the teacher's point of view (with only brief mention of administrative input). Our purpose for choosing this particular approach has been twofold: to identify the role of the teacher in the career education movement, and to reconstruct the events, experiences, and preparations which preface actual classroom application of Process Objectives.

The reader will note that little mention was made of specific classroom techniques or activities. We have purposely omitted examples of successful experiences in this section because they will be identified and discussed in detail elsewhere. For a description of specific activities implemented by Batesburg-Leesville teachers, see "Successful Areas of Emphasis."

The remaining portion of this chapter will deal with "implementation" from an administrator's point of view. Special emphasis shall be given to the role of the district superintendent of schools, and local principals. Again, our aim will be to reconstruct the events, experiences, and special modifications which led to the application of Project Objectives.

The duties of the local career education project staff will be mentioned only briefly. A more detailed and informative description of each staff member's specific role will be discussed in the chapter dealing with "Staff Utilization."

ADMINISTRATOR IMPLEMENTATION

For career education to become a meaningful part of the basic curriculum there must be strong support and effective leadership from the local school administrators. For this reason, the roles played by the superintendent of schools and the district principals are perhaps the most crucial factors in the overall success or failure of the implementation process (and perhaps the entire career education program).

Superintendent of Schools

The superintendent's role is primarily one of providing supportive guidance to the principals, teachers, and career education staff. He is, in this respect, the primary motivational proponent of curriculum modification. In other words, it is the superintendent who starts the ball rolling by deciding whether there is to be a career development program, and by determining the degree of district involvement (i.e., whether all teachers in all grade levels will be involved, whether additional courses will be added to the curriculum, or if there is a need for career education concepts in his school system).

In terms of specific duties and responsibilities of the superintendent of schools (in relation to CE activities), these will vary from district to district depending upon the size of the school system, the number of special staff members working with the Career Education Program, and the degree of district involvement. As a whole, however, the superintendent's main role is one of strong, visible support.

NOTE:

Due to the fact that the Career Education Program in Batesburg-Leesville was federally funded, the role played by the Superintendent of Schools was considerably active. In addition to providing visible support and encouraging active involvement, he was also responsible for the implementation of several Project Objectives on the original PERT Chart. Among these were

determining new vocational courses to be offered, completing equipment list, completing facility layout for technical education courses, hiring Career Education Project Director, hiring Guidance Coordinator, ordering equipment, releasing construction contract, hiring vocational instructors, completing new vocational facility, developing plan for the adult vocational program, hiring Instructional Assistant (CE staff member), procuring needed A-V equipment, recruiting adults and dropouts for the adult vocational program, and general supervision of the Career Education project staff.

District Principals

Equally important is the role of the district principal, for he holds the key to the degree of teacher-involvement exhibited by his school. With a strong core of dedicated principals to monitor the instructional strategies and implementation activities of the teachers, there is little need for a full-time career education staff.

For career education to become a vital and meaningful part of the total learning experience, the principal must be visibly and actively involved. He must fully understand the background and theory of the career education concept, and should be willing to support and motivate his teachers to take pride in helping to prepare students for the world of work.

NOTE:

As was stated previously, the key to successful implementation of career education goals and objectives is involvement from the principle. It is highly unrealistic to expect the superintendent of schools to effectively monitor the instructional planning and concept development of all teachers employed by the district, nor is it desirable.

At the same time, not all school systems will be able to afford a full-time career education staff. Therefore, it is absolutely essential that the principal exhibit maximum involvement and participation in the general planning and development of a useful CE program within his school.

Generally, the principals of Batesburg-Leesville lacked the degree of involvement needed to ensure successful implementation of career education concepts in all grade levels. Although some principals in the district actively assisted their teachers in developing interesting and creative instructional strategies, others exhibited little concern and demonstrated only a shallow understanding of how self-knowledge, decision making skills, and other basic concepts related to subject matter and the general learning process. Because of this, many of the teachers in Batesburg-Leesville tended to think of career development as "something extra," or something to be taught "in addition to" the regular course requirements.

For career education to succeed in the schools, the principal must be an instructional leader. He must be willing and able to assist teachers in the organizing of lesson plans which consider the special needs and interests of all pupils. He must promote and encourage teachers to use instructional techniques which teach the importance of a positive self-concept, the social and personal importance of work, and the need for basic educational skills.

Most importantly, he must give strong leadership and support on a regular and continuing basis, providing a willing and accessible ear for teachers with new and creative plans for stimulating students. In Batesburg-Leesville, the principals who achieved these goals were generally the most successful.

For the career education staff administrator, the "implementation" process is a task of broad scope and responsibility. In addition to organizing relevant and informative orientation sessions (to acquaint teachers with basic career education philosophy and concepts), he must also coordinate the overall operations of the career development program and organize ways of stimulating community involvement. Specifically, his primary task is the actualization of the Project Objectives.

As was mentioned previously, the Project Objectives were designed to outline the general duties and responsibilities of the Batesburg Career Education staff. These responsibilities were broken down into specific groups of objectives for each staff member (with some duties shared jointly).

It is important to note that although specific objectives were planned and written by the Research Coordinating Unit of the State Department of Education, it was up to the Batesburg-Leesville CE staff to outline methods and strategies for achieving them. As was discovered during the 1972-73 school year, some Project Objectives were so vaguely stated (at least in terms of the needs of the local setting) until no tangible plans for implementation could be constructed. Usually such objectives were eventually dropped in favor of more practical goals.

NOTE:

A detailed description of the Project Objectives and how they were actually implemented will be discussed in the section dealing with "Staff Utilization." It is thought that the reader will better understand the role of the Batesburg-Leesville Career Education staff if the job description is not isolated from the actual implementation activities coordinated by each staff member.

Although the Batesburg School District employed four full-time career education staff members, this was mainly possible due to the fact that their CE project was federally funded. It is realized that only a few school districts will have the funds needed to provide full-time staff representation. However, the responsibilities of monitoring a career development program can be carried out by one full-time coordinator, if funds are available for this purpose.

In school districts where funds are extremely limited, the duties and responsibilities assumed by the Career Education Director (in the case of Batesburg-Leesville) can be handled by the principals of the participating schools. However, if such a situation occurs, each principal involved with implementing career education should receive extensive inservice training so that he may be well acquainted with the general philosophy and objectives of career development.

Also, in districts where the principals will direct the career education activities, basic Process and Product Objectives should be tailored to meet the special needs of their respective schools. For additional information, refer to the section under "Implementation" which deals with the duties of the principal.

EVALUATION

In order to provide an adequate description of the total evaluation process employed by the Batesburg-Leesville Career Education Project (in conjunction with the State Department of Education's Research Coordinating Unit), it is necessary to make some mention of the purposes and justification of the approach we have taken. However, of equal importance is the need to identify the strengths and weaknesses of both the evaluation system and the product obtained through our efforts.

To achieve these goals, while at the same time reflecting accurately the implications of what we have learned, is our main concern in this section. For an actual summary of the evaluation reports submitted by the research gathering teams (Lyles, Bissett, Carlisle & Wolf and The University of South Carolina) the reader is asked to refer to the July, 1973 *Final Report of Research and Development Project in Career Education, Batesburg-Leesville, South Carolina*.

The following are the basic objectives of the evaluation system utilized by the Batesburg project:

A. EVALUATION GOALS

1. To measure the effectiveness of the total project with regard to the achievement of stated objectives.
2. To determine the feasibility of implementing Career Education on a statewide pilot program basis.
3. To provide assurance to the funding agency that grant award conditions have been fulfilled.

B. EVALUATION APPROACH

1. External evaluation by a disinterested third party.
 - a. Measure progress toward achievement of all project objectives.
 - b. Appraise effectiveness of the use of all resources (human, physical, and financial) in achieving project objectives.
2. Internal evaluation by Research Coordinating Unit, district staff, and contracted consultants.
 - a. Continuously assess progress toward achieving project objectives and initiate appropriate action.
 - b. Measure student outcomes in relation to stated product objectives.
 - c. Continuously assess the achievement of stated process objectives and measure their resulting effectiveness.

The Evaluation of the Research and Development Project in Career Education, Lexington School, District Three, took place on a continuous basis. The attainment of the Process and Project Objectives was evaluated through a contract negotiation by Lyles, Bissett, Carlisle & Wolf. The following was taken from the contract with LBC&W:

... 2. Scope of Services

- A. To develop measuring techniques to determine the degree of meeting all of the project objectives in attachment No. 1, pp. 16-23; and to submit said measuring techniques to the Department for its approval. The Department's approval being conditional to the initiation of any subsequent service to be performed under the contract. It shall be further agreed that any payment under the contract will be conditional upon the Department's approval.
- B. To evaluate the effective use of resources in achieving the objectives of the project in Attachment No. 1, pp. 16-23. The evaluation of resource use shall be submitted to the Department at the minimum of four key milestone points to be determined after the first analysis. The aforementioned analysis to be available the first week of August, 1972.
- C. To evaluate the activities of the project at the key milestone points during the contract.
 - 1. The evaluation of the activities of the project shall be accomplished by an event in Attachment No. 1, p. 15.
 - a. This evaluation system shall require visits to the demonstration site at least once per month during the remainder of the project period.
 - b. During the above visits, personal face-to-face contacts will be made with those members of the district having primary responsibility for the activities during that month. Primary responsibility will be determined by the Project Responsibility Checklist found in Attachment No. 1, pp. 16-23.
 - c. This evaluation system shall be similar to the Project Pert Plan referred to in Attachment No. 1, p. 15.
 - d. The purpose of the visits to the demonstration sites and the personal contacts with those having primary responsibility for the activities during that month will be to observe, question, and review the project progress.
- D. To set up and carry out interviews at the beginning and termination of the evaluation of the Research and Development Project in Career Education - Lexington School District Three.
 - 1. The following personnel shall be interviewed at the beginning and termination of the evaluation.
 - a. The 2 RCU members involved in the design of the project
 - b. Director of Vocational Education
 - c. Chief Supervisor of Ancillary Services
 - d. District Superintendent
 - e. The four principals in the district
 - f. One teacher per grade
 - g. Guidance Coordinator
 - h. Project Director
 - i. One Special Education teacher
 - 2. All structured interviews will be submitted to and approved by the Department prior to use.

3. Provide the Department with a written report at the end of each two month period stating the results of the evaluation activities in that period. A final written report containing a summary of all services rendered and all recommendations made shall also be submitted before June 7, 1973."

The University of South Carolina was contracted to evaluate the extent to which the Product objectives were met. The following was taken from the contract with Bailey, Maiden and Rotter.

"... 2. Scope of Services

The Contractors shall do, perform and carry out, in a professional and satisfactory manner, as determined by the Department, the following Scope of Services:

- A. Administer a self-concept scale (as approved by the Department) in a pre-test and post-test mode to a minimum of 60 students (hereinafter called "treatment group") at the beginning (no later than September 30, 1972) and completion (prior to the last day of May, 1973) of the Project to determine the changes in the student's feelings toward themselves and others.

The Contractors shall also choose a group statistically similar (hereinafter called "control group") to the treatment group and administer the same self-concept scale in the same pre-test and post-test mode at the same times of the school year, 1972-73. The results of the tests administered to the control group shall be compared to the results of the tests administered to the treatment group. Any payment under this Contract as set forth in Paragraph 10, Method of Payment, shall be contingent upon the Department receiving a report stating the results of these tests and any comparison between the tests of the two groups.

- B. Interview at the beginning of the school year, 1972-73, a minimum of 24 teachers participating in the Project to determine the following:

1. Feelings toward the Project.
2. Understanding of the Project and the stated objectives of the Project.
3. Planned activities to accomplish the objectives of the Project.
4. Attitudes toward the world of work.
5. Understanding of the world of work.

The aforementioned teacher interviews will be repeated a minimum of three times throughout the year to adjudge whether "Process Objectives" of the Project as stated in Section III of Attachment I are being achieved. Any or all payments under this Contract as stated in Paragraph 10, Method of Payment, shall be contingent upon the Department receiving a written report stating the results of said interviews.

- C. Conduct interviews with a minimum of 60 students to determine if the "Product Objectives" of the various grade components as stated in Section III of Attachment I are being accomplished. Said student interviews will be structured according to the multi-various needs of the grade components as stated in Section

III of Attachment I. The final payment as stated in Paragraph 10, Method of Payment, shall be contingent upon the Department receiving a report stating the results of said interviews.

- D. Provide the Department with a written report stating the results of the evaluation activities conducted during that period. Said report shall be submitted at least once every two months and any and all payments under this Contract as stated in Paragraph 10, Method of Payment, shall be contingent upon the Department receiving and approving said reports.
- E. Submit a summary and final written report on or before June 7, 1973. Said report shall contain a summary of all services rendered under the Contract and any and all recommendations of the Contractors. The final payment as set forth in Paragraph 10, Method of Payment, shall be contingent upon the Department receiving and approving at least two copies of said report."

In addition, in order to systematically assess the degree of progress made in achieving established objectives, an internal evaluation system was maintained. It served as an informal tool which was employed by the Project Coordinator and the District Project Director to aid them in monitoring their activities.

Internal Evaluation System

A. Purpose

- 1. To systematically assess the degree of progress made in achieving established objectives
- 2. To initiate required corrective measures

B. Criteria

- 1. Project Plan
- 2. District Plan
- 3. Teacher's instructional plans

C. Methods of Feedback

- 1. Verbal Communication
- 2. Written status reports
- 3. Meetings
- 4. Third-party Evaluators

Originally it was designed to have scheduled principal and superintendent meetings. However, as a result of a general consensus, it was decided to call meetings on when administrative decisions needed to be made. Communications with principals did take place on an informal basis quite frequently; therefore, regularly scheduled principal's meetings were found to be superfluous.

Guidance Counselors met with Project Director and Guidance Coordinator once per unit to evaluate strengths and weaknesses of the Career Guidance Program. It was decided here also that frequent informal visits were more valuable than scheduled meetings.

Since, in reality, the Guidance Coordinator served as an associate director, communications between the project director and guidance coordinator were very close, continuous, and on a daily basis with both reporting to project coordinator once every two weeks on progress.

The most important communication link, of course, is between project personnel and the teachers. Since all teachers (approximately 150 in the district) were involved in the project, communications with the entire group was virtually impossible. Therefore, each grade was asked to elect one chairman to act as liaison between teachers and project staff. Chairmen were seen on a regular basis at least twice per unit and all teachers at least once per unit.

The third party evaluators monitored progress of teachers, pupils, and administrators. Scheduled meetings with these parties were arranged to evaluate progress periodically.

NOTE:

The preceding section described the evaluation system utilized during the 1972-73 school year. In discussing the general design and structure of the system, we have purposely avoided comment about the general operational effectiveness of the plan and have neglected to identify the major problem areas which were discovered. However, we will focus upon these areas in the following paragraphs.

One of the initial concerns affecting the operational effectiveness of the evaluation system was the delay in completing final contract negotiations with the "third-party consultants." As a result of this delay, the University of South Carolina's evaluation team conducted their initial testing of randomly selected students on October 25, 1973 (after the pupils had already received some exposure to basic career education concepts and activities). Because of this factor, it is believed that the data did not accurately reflect changes in students' feelings towards themselves, others, the world of work, and the career education concept. (Post-testing was completed during the spring semester of 1973, thereby leaving a very short time span between pre-test and post-test administrations). These and other factors have been documented by the USC Evaluators in the Final Report of Research and Development Project in Career Education, Batesburg-Leesville, South Carolina.

Another factor affecting the operational dexterity of the evaluation system was the problem of selecting suitable dates (for testing, interviews with teachers and district administrators, etc.) which did not conflict with previously scheduled school activities. Often, tests and interviews scheduled between third-party evaluators and the district pupils and teachers conflicted with six-week grade reporting periods. As a result, negative reactions toward the entire evaluation process may have been fostered, which would seriously affect student and teacher impressions of the career education program.

Another problem area concerned the "internal evaluation system." Although this system was planned and developed prior to contractual agreement with the LBC&W evaluation team, the actual implementation process was slow getting started. This, for the most part, was due to the CE Project staff's lack of understanding regarding the technical mechanics of implementing the internal evaluation system.

Although the third party evaluation teams contracted to appraise the Batesburg-Leesville Project (LBC&W and the University of South Carolina) were successful in achieving their general objectives of measuring the effectiveness of the total project, and providing assurance to the funding agency that award conditions had been met; the need for a more descriptive assessment still existed. One concern noted by the local career education staff was that the final evaluation reports were generally too complex to help the teachers and principals to fully understand the impact of their efforts. As a result, many teachers (many of whom had done commendable jobs in implementing career education concepts) were left with an unwarranted feeling of failure and uncertainty -- mainly because the reports could not identify specific areas of pupil growth attributable directly to the influence of career education.

Another problem was the fact that by basing the evaluation design on performance objectives, the local school district (and the Research Coordinating Unit of the State Department of Education) failed to account for product-outcomes that were not listed as goals. Because of these and other factors, during the 1973-74 school year, the district contracted a new third-party evaluating team.

NOTE:

The previously mentioned comments concerning general reactions to the third-party reports submitted by Lyles, Bissett, Carlisle & Wolf and the University of South Carolina were not intended to be derogatory of these two agencies. Rather, they were included here to illustrate the factors which led the Batesburg-Leesville Career Education staff to actively seek a new means of evaluating the overall program.

As was indicated, the third-party evaluators did a commendable job of measuring the effectiveness of the Batesburg Career Education Project in achieving its overall objectives. However, it was the opinion of both the State Department of Education's RCU and the local Career Education staff, that the evaluations received did not clearly affirm or disaffirm the feasibility of implementing career education on a statewide basis.

In hopes of solving this problem, IBEX, Inc. was hired to conduct an "information based" evaluation of the Batesburg-Leesville CE Project beginning with the 1973-74 school year.

According to the evaluation design document submitted by IBEX, the information based approach to evaluation has several advantages over the "performance objectives" method. As is pointed out on page eight of the document, performance objectives provide a very inflexible basis for evaluation in that they are seldom changed during the program year, and thus information needs (which are fluid) cannot be adequately addressed.

Another problem with using the performance objectives as a basis for evaluation is that important information is often ignored (since objectives are not developed with information needs in mind, but are designed as guides for program management). Or, in other words, instead of meeting the information needs, the program objectives become reference points.

According to IBEX, "information based evaluation," the users are the reference points. Consequently, the evaluation is tailor-made to the individual needs of the school district.

NOTE:

The following paragraphs are taken from the IBEX Evaluation Design Document for the Lexington County School District No. Three, Batesburg, South Carolina, and will provide a brief description of the scope of IBEX's evaluation.

"Information Based Evaluation (IBE) rests on three major components: information users, information domains and evaluation questions. At the evaluation design conference with the Batesburg-Leesville staff, these three components were carefully viewed and given priority rank in the Career Education evaluation.

Information Users

Those who need or desire information about a particular project or program in the semantics of IBE are called information users. For Batesburg-Leesville the following priority list of users was adopted: Teachers, Central Staff, Principals, Guidance Staff, State Department of Education, Professional Education Community, Business and Industrial Community, and the U. S. Office of Education.

Information Domains

A general area of concern for project or program staff and participants is called an information domain. For this project the following list of domains was adopted: Instructional Strategies, Student Self Knowledge, Career Awareness and Importance of Work, Achievement (holding power), Staff Attitude, Decision Making Skills, Free Enterprise, and Cost Analysis.

Evaluation Questions

The following list of evaluation questions is organized by information domains. During the course of the evaluation, additional questions may arise which can be answered with the available data elements. If so, they will be added to the following lists:

Instructional Strategies:

1. What instructional strategies lead to success in the project?
2. What is the importance of field trips to success in the program?
3. What career education practices are adopted by the teachers? What is the level of use?

Student Self Knowledge:

4. Is there positive increase in student attitudes toward: self, school, teachers, learning, or peers?
5. What instructional practices lead to positive increases in student attitudes?

Career Awareness/Importance of Work:

6. Do students recognize the importance of a variety of careers?

7. Is there significant positive student growth in career awareness?
8. Which instructional strategies promote student career awareness?

Achievement/Holding Power:

9. Do students show patterns of achievement growth during the remainder of the project?
10. Does the school district increase its holding power during the life of the project?
11. What instructional strategies increased achievement and holding power?
12. What instructional strategies failed to increase holding power and achievement?

Staff Attitudes:

13. Do the following feel that career education strengthened the instructional program: teachers, administrators, central staff?
14. What is the relationship between the attitudes of the above and success in the program?

Decision Making Skills:

15. Can the student identify information pertinent to a decision?
16. Can the student identify the components necessary to decision making?
17. Can the student identify alternatives in decision making?
18. Can the student identify the steps necessary to implement a decision he has made?

Free Enterprise:

19. Do the students understand the exchange of goods and services; the monetary system?
20. Do the students understand the production and distribution of goods and services?
21. Do the students understand supply and demand?"

EVALUATION CONSTRAINTS

No evaluation effort is devoid of constraints or limitations. Thus, it is imperative that these constraints be considered from the beginning of the evaluation and procedures established to work within these constraints. Two major constraints – time and resources – are of primary importance.

For the two Part C evaluation efforts, \$12,446 or eight percent of the gross budget has been allotted. It is necessary to delete some desirable information needs in order to stay within this constraint.

Principals have agreed to one and one-half hours of student time in the fall and spring assessment periods. To meet this constraint, a modified sampling matrix using test, grade, and

class as variables may be adopted. Thus, all students may not take all tests. Each student will have one hour to one hour and fifteen minutes of actual testing time.

All students in Batesburg-Leesville School District No. 3 will participate in the career education project. Thus, no control group will be possible for the study.

Teachers will receive forty-five minutes of inservice education in test administration, take a thirty minute survey and keep a strategies log for one week. This requires fifteen minutes a day of teacher time.¹

NOTE:

The preceding section was written to provide a general overview of the third-party evaluation system designed by IBEX, Incorporated.

As is implied by the "evaluation questions" (which are tantamount to IBEX's product objectives) the information based evaluation should provide a clear-cut answer to the question of statewide implementation of career education programs. It should also identify the specific instructional strategies which help promote career awareness, exploration, and preparation, and will hopefully determine if career education has had any effects upon the overall "holding power" of the Batesburg-Leesville School System.

For districts considering the implementation of a career education program, the degree and type of evaluation system most advisable would depend on the individual needs of that district. Since the career education program in Batesburg-Leesville was federally funded, it was necessary in our case to hire third-party evaluators to meet government requirements.

The following "Executive Summary" was taken from the *Annual Evaluation Report, 1973-74, Research and Development Project in Career Education, Lexington School District Three*, submitted by IBEX, Incorporated, the independent third-party evaluators, and is on file with the State Department of Education, Columbia, South Carolina.

Executive Summary

"The U. S. Office of Education requires that all Part C Vocational Exemplary Projects have an independent third party evaluation. In response to a request for proposals from the South Carolina State Department, IBEX, Incorporated submitted a proposal in 1973 and was selected to perform the evaluation.

The evaluation activities began in the summer of 1973 with a design conference in Batesburg-Leesville. This conference set the parameters for the evaluation and specified the roles to be played by IBEX and the Project staff in carrying out the evaluation functions.

The IBEX evaluation team was headed by Dr. Hugh I. Peck, and included Mr. King Nelson, President of IBEX, Mr. Gerald Matson, Mr. Steve Davis and Mr. Steve Schulz of the IBEX staff.

¹Hugh I. Peck, *Evaluation Design Document for the Lexington County School District No. Three, Batesburg, South Carolina Career Education Project*, IBEX, Incorporated, Arlington, VA (September, 1973) pp. 12-15.

Responsibility for the various evaluation functions was divided between IBEX and the Project staff, since much of the data collection and record-keeping was integral to the implementation of Project activities. Since Batesburg/Leesville is a small school unit, it was agreed that rather than try to interpret results for each grade level's grades, groups would be combined into Primary, Intermediate, Middle and Senior High School.

Assessment of evaluation questions which were dealt with in detail by the Project staff are presented in another section of this report (Annual Evaluation Report). All data collected and analyses performed by the Project staff were reviewed carefully by the evaluation team and found to be accurate.

The results of the evaluation are organized around four information domains or evaluation areas of interest. These domains are: (1) student self concept, (2) student relationships with the world of work, (3) student attitudes toward career development, and (4) student decision-making skills.

The major results of the second year evaluation are summarized in the following paragraphs. A detailed presentation of the results of IBEX's evaluation is found in Section IV (Annual Evaluation Report).

- Primary age children in Batesburg/Leesville Schools showed significant gains in self concept as measured by the Self Observation Scales. Specifically, they showed gains in Self Acceptance, Social Maturity, School Affiliation and Self Security between the fall of 1973 and the fall of 1974 (the period of this career education project).
- During the same period, the primary students showed no significant change in Achievement Motivation.
- During this period intermediate age children involved in the same project showed significant positive gains (on the Intermediate Level SOS) in Self Acceptance, Social Maturity, Social Confidence, Peer Affiliation, Teacher Affiliation and Achievement Motivation.
- Intermediate students showed a slight, but not significant loss in School Affiliation - this is an anticipated phenomenon.
- Middle school children showed gains in family, school and general aspects of self concept as measured by the Self Appraisal Inventory. The same group showed significant loss in peer relationships.
- On the same measure, high school students showed significant gains in "general" self appraisal, significant loss in peer relationships and no significant changes in school or family areas.
- The overall pattern of scores (JAQ) from the Occupation Awareness Survey indicates that the Batesburg/Leesville students were more aware of a greater number of occupations in the fall of 1974 than they were in the fall of 1973.
- Intermediate grade students showed significant gains in social skills, academic skills and aspiration level as measured by the Career Awareness Development Inventory (CADI).
- Middle school students showed the same pattern of gains on the CADI.

- Secondary students showed (on the CADI) significant gains in academic skills and aspiration level.
- As measured by the Decision Making Scale, Batesburg/Leesville intermediate and middle school students employ the following decision strategies most often: taking thought, doing as expected, and continuing as before.
- Attitudinally, the students are not consistent toward decision situations."

INSERVICE TRAINING

As was mentioned previously, one of the major weaknesses of the Batesburg-Leesville Career Education Program (particularly during its initial stages) was the lack of an extensive inservice training program for all district teachers. Since the CE Program in Batesburg was to be implemented in grades K-12, involving all teachers and pupils assigned to the district, the lack of total teacher participation in the summer workshop sessions severely hampered the general effectiveness of the inservice training effort.

NOTE:

The summer workshop sessions (held during the months of July and August, 1972) were voluntary — due to the fact that some teachers were either attending graduate classes or teaching summer school. Because of these and other factors which prevented many teachers from attending the summer meetings, total participation was impossible.

For any beginning career development program to succeed, adequate inservice training is a must. However, of equal importance is the need for all personnel involved with implementing CE concepts (especially the teachers and principals) to be equally prepared and knowledgeable.

Each teacher involved with implementing career development should have an understanding of the basic goals and objectives of the program. Also the teacher should be provided enough training in constructing lesson plans to allow these "objectives" to become a functional part of the overall instructional techniques. The summer workshops held in Batesburg were designed with this purpose in mind. It was hoped that by covering the objectives and general philosophy during these meetings, the regular inservice training sessions (held during the first week of school) could be used to plan and coordinate instructional strategies.

However, because many teachers were unable to attend the summer workshops, an acute imbalance of planning "readiness" resulted. Whereas those teachers who had attended the summer sessions were knowledgeable about the basic goals and objectives of career education (and ready to plan instructional strategies), others were not — especially at the secondary level where only one or two members of the faculty were able to attend. Consequently, when the regular inservice began during the first week of school (September, 1972), the time, which was originally set aside for teachers to plan, coordinate, and edit their instructional strategies for implementing CE objectives, was actually used in re-explaining the philosophy, goals, and objectives of the overall program. Obviously, this resulted in a state of mass confusion and uncertainty.

Generally speaking, many of the problems encountered during the Batesburg Project's first year of operation are directly traceable to a lack of planning readiness on all levels. With a carefully planned and scheduled inservice training program, these complications can be eliminated.

Where and with whom does effective inservice training begin? To insure maximum utilization of inservice time, there must be firm and coordinated guidance from the administrators (superintendents, principals, and career education coordinators).

In this respect, the district superintendent plays an important role by providing strong and visible support for the basic objectives and philosophy of career education. In addition, he must

provide or implement several workshops with the principals to assure that they, too, are in agreement with the overall philosophy of career development, and are capable of providing instructional leadership in helping teachers plan and organize techniques for implementing CE concepts.

Most important of all, the superintendent must emphasize the fact that career education is not something new or "extra" but is a vital and meaningful part of the total curriculum. Unless the district principals understand, embrace, and are willing to promote this point of view, inservice training for the teachers (no matter how well organized) will be an exercise in futility.

NOTE:

Since the principal's role as an "instructional leader" is especially critical to the level of enthusiasm and industry displayed by the teachers working under his supervision, it is felt that "theory" should be stressed with the principal, not with the teachers. Although some discussion of theory with the teachers is needed (mainly as a general overview, or background for planning), the central emphasis of teacher-inservice should be "practical application."

In this respect, the inservice training for teachers should utilize the skills of teachers who had worked with career education previously to help others plan and construct their instructional strategies. Hopefully, these sessions will be broken down into small groups (either by grade level or subject matter area).

Again, with the teachers, the inservice training period should de-emphasize theory and maximize application. Most importantly, everyone (teachers, principals, and district administrators) should agree that career education is what the district needs and wants.

STAFF UTILIZATION

Since the career education program in Batesburg-Leesville was federally funded, it was possible to employ four full-time staff members. Although it is realized that only a few school districts will have the funds necessary to provide full-time staff representation, this chapter is intended to describe the various techniques used by the Batesburg-Leesville Career Education staff in facilitating the implementation process.

As a whole, the text of this chapter will be directed toward the district administrator. Hopefully, the points covered will help the superintendent of schools to assess the practicality of providing a full-time coordinator or staff. More specifically, however, this section will identify the roles played by the CE staff in implementing career development objectives.

NOTE:

The decision to employ a full-time career education staff depends upon the particular needs and constraints of the school district. If funds are not available for this purpose (and if the principals become actively involved in the planning and coordination of instructional strategies in their schools) a special staff is not essential.

The person or group of persons responsible for coordination of career development activities should, however, have a flexible time schedule with duties which are not confining in nature. This is especially true in districts where no full-time career education coordinator or staff is employed.

Because of the considerable amount of time consumed with community relations (i.e., helping teachers to arrange field trips, contacting speakers from the "world of work" to talk with students, etc.) a flexible schedule is of extreme importance to the instructional leader of the career development.

Another point worthy of consideration involves the "objectives of career education." These should always be tailored to meet the needs of the district. Only after a suitable set of objectives are approved, and only after instructional strategies and activities have been planned, can we begin to plot the role of the instructional leaders (whether they be full-time CE staff employees or local principals).

As was mentioned in the section dealing with "Major Objectives," the specific concepts or objectives utilized by the Batesburg-Leesville Career Education Project were planned and written by the Research Coordinating Unit of the State Department of Education. The duty of the Career Education staff was to outline strategies for achieving the Project Objectives. (These objectives provided a system of events that would lead to the accomplishment of both the product and process objectives. The Project Objectives were the actual implementation strategy of the overall project, i.e., the administrative "how to.")

NOTE:

The author thought it necessary to digress during the preceding paragraphs to show the inter-relationship between the Project Objectives and the roles played by each member of the Batesburg-Leesville Career Education staff. Following a brief role description of each employee, we will focus upon the specific objectives implemented by the Project Director, Guidance Coordinator, Instructional Assistant, and Project Secretary.

ROLE DESCRIPTIONS

- A. Project Director – The role of the Project Director is one that involves planning, developing, organizing, evaluating, and administering the overall activities of the career education project. The Project Director works in close coordination with teachers and administrators on all levels within the school system, and maintains continuous contact with the community and members of the world of work.

The overall progress of the Career Education Project is the Project Director's responsibility, and this individual must see that all parts are well oiled and running on schedule. The Project Director also plays the role of disseminator of information on current CE trends in the district to other districts, local and national.

The director should be a motivator, skilled in curriculum planning and development, and must be able to accept suggestions (and criticism) without hostility. This individual, who is in a vulnerable position, must realize that cooperation is the median of success.

- B. Guidance Coordinator – The role of the Guidance Coordinator is to organize and monitor the overall activities of the guidance department as they relate to career education. In this respect, this individual works in close coordination with the counselors in planning a series of guidance techniques for promoting career awareness, awareness of the social and economic importance of work, positive attitudes toward self, and awareness of the need for basic educational skills.

The Guidance Coordinator may also help with general placement and follow-up activities. In essence, the Guidance Coordinator also serves as assistant to the Project Director.

- C. Instructional Assistant – The role of the Instructional Assistant is to help teachers in the actualizing of teaching strategies for implementing career education concepts. The Instructional Assistant is responsible for helping teachers to make final arrangements for field trips, contacting members of the community to speak to students about the special skills and preparation needed in their careers, and monitoring of audio-visual aids.

Since the Instructional Assistant also is responsible for scheduling of visitation by outside parties and arrangement of field trips to the community, the person hired for this position should possess good communicative skills. However, the most important trait needed for this job is an ability to work harmoniously with many different types of people.

- D. Project Secretary – The role of the Project Secretary is generally comparable to the duties normally performed by secretaries (i.e., filing, general clerical work, ordering supplies and materials).

NOTE:

The preceding section has given a brief role description of the career education staff members originally hired by the Batesburg-Leesville School System in 1972. However, to obtain a clear picture of the various duties and responsibilities carried out by the career education staff, it is necessary to refer to the Project Objectives PERT Chart (discussed previously in the chapter dealing with "Major Objectives").

As the reader will note, the PERT Chart designated the specific objectives (or responsibilities) to be implemented by the Superintendent of Schools and the Career Education staff. The next section will briefly discuss the role of the CE staff in achieving these objectives.

GENERAL OBJECTIVES AND RESPONSIBILITIES OF PROJECT DIRECTOR:

A. Primary Responsibilities

The following is a list of primary objectives implemented by the Career Education Project Director:

1. Survey Existing A-V Equipment – In order to determine the A-V needs of the district, the Project Director (working in conjunction with the local principals) compiled a list of all existing audio-visual equipment in the district.
2. Project A-V Equipment Needs – Using the information received from the principals, the Director estimated the amount of extra materials needed and later began processing requests and ordering.
3. Establish Community Resource Council – The Project Director, with assistance from the Guidance Coordinator, met with the superintendent of schools to gather suggestions for possible members of the Resource Council. In this meeting it was determined that the group should include representatives from business and industry, parents, representatives from the medical profession, and teachers. For the most part, members of the Community Resource Council were local residents of Batesburg-Leesville. The purpose of the organization was to establish lines of communication with the public, and to obtain their suggestions as to how the school system could be of more service to the community.
4. Develop Prevocational "Hands On" Activities – The Project Director, along with a team of district teachers, visited school districts in Georgia and North Carolina to observe prevocational programs in operation. After visiting several different programs, the group met to identify the best elements of the projects they had seen and decided upon a plan which best suited the needs of the students of the Batesburg-Leesville area. Next, equipment for the prevocational resource rooms was ordered by the Project Director with funds provided by federal funding agency. Mostly, the equipment consisted of programmed A-V units which provided a demonstration of how, an electrician, for instance, would use the tools of his trade, followed by an activity in which the student worked with similar tools (working under the supervision of the resource instructor) to complete a basic task normally performed by individuals involved in that particular career area.
5. Complete District Project Plan – The Project Director, working jointly with the Career Education Project staff, the local principals, teachers, superintendent of schools, and State Department of Education Research Coordinating Unit, developed and refined a series of strategies for implementing the Project Objectives. (As was mentioned previously, these objectives were the administrative "how to.")
6. Develop Publicity Campaign – Originally a responsibility of the Project Director, this activity was implemented by the Guidance Coordinator. (For additional information, see "General Objectives of the Guidance Coordinator.")
7. Summarize Career Education Activities – The Project Director, with assistance from the Guidance Coordinator, reported the progress of the Batesburg-Leesville Career Education staff in completing scheduled activities.
8. Summarize Available A-V Material – The Project Director submitted a list of all audio-visual aids purchased by the Career Education Project.

9. Complete First Planning Session – The Project Director, with assistance from the local principals, career education staff, superintendent of schools, and State Department of Education RCU, implemented the first unit planning session. The purpose of this session was to allow teachers to plan the instructional strategies and techniques to be used during the first nine weeks of school. Usually, teachers were grouped either by grade level or subject area to coordinate methods of implementing basic career education concepts. The career education staff provided teachers with a planning format which requested them to note how they were to teach concepts, such as the social and personal importance of work, decision making skills and the importance of a positive self-concept.
10. Complete Second Planning Session – Teachers met to plan instructional techniques for the second nine weeks of school. Usually, the Project Director circulated from group to group during these meetings to answer questions raised by the teachers.
11. Complete Third Unit Planning Session – Teachers met with Project Director and career education staff to plan unit instructional activities for the third nine-weeks period.
12. Complete Fourth Planning Session – Teachers met with Project Director and career education staff to plan unit instructional strategies for the fourth nine-weeks period.
13. Summarize Results of District Plans – Project Director met with members of the career education staff to summarize activities and objectives implemented during the school year. This report outlined the strategies used by the Batesburg-Leesville Career Education staff in achieving major project goals and objectives.
14. Complete Summary Sessions – Project Director met with teachers to identify and evaluate the entire career education program's impact on the school system. At this time, teachers identified the major strengths and weaknesses of the Career Education Project, commented about ways of improving the inservice training period, and evaluated the instructional strategies which they viewed as most successful.
15. Complete Instructional Program Section of the Handbook – The Project Director, working with the career education staff, summarized the instructional strategies identified by a majority of the district's teachers as being successful. This data was turned over to the State Department of Education's Research Coordinating Unit for inclusion in the 1972-73 Quarterly Progress Report, January through April.
16. Complete Draft of Handbook – Project Director worked with the State Department of Education's RCU in editing the final draft of the Batesburg-Leesville Career Education Project's final report.

NOTE:

The preceding section has identified and discussed the primary responsibilities implemented by the Batesburg-Leesville Career Education Project Director during the 1972-73 school year. One fact not brought out in this section is that some of the objectives were implemented behind schedule. We have purposely avoided inclusion of "completion dates" for these activities since the report submitted by the third party evaluators (LBC&W and the University of South Carolina) discuss in detail the overall effectiveness of the Career Education Project staff in implementing basic objectives.

For a discussion of effects of these late completion dates on the overall administration of the Batesburg-Leesville Career Education Project, the reader is asked to refer to the Research and Development Project in Career Education, Batesburg-Leesville, South Carolina, Final Report.

The next section will briefly describe the supplementary responsibilities assumed by the Project Director. As the reader will note, many of these responsibilities or objectives were implemented by the Project Director working in conjunction with the State Department of Education's RCU and the Batesburg-Leesville Career Education staff.

B. Supplementary Objectives

The following is a list of the Project Director's involvement in other project related activities.

1. Complete Plans for Document -- Implemented jointly by Project Director and State Department of Education's Research Coordinating Unit, this involved planning an outline of the contents of the handbook. This handbook was to be used by school districts throughout the state of South Carolina in organizing and developing their own career education programs.
2. Complete Summer Workshop Agenda -- Achieved through joint efforts of the State Department of Education's RCU and the Project Director. A series of six voluntary summer workshop sessions were scheduled for project orientation and planning for the 1972-73 school year.
3. Complete First Voluntary Workshop -- This workshop was the first in a series of six dealing with the general philosophy and objectives of the career education concept. Teachers and program coordinators who had acquired some experience in working with various aspects of curriculum development (and career education) were invited to participate as group discussion leaders during these workshop sessions.
4. Complete Second Voluntary Workshop.
5. Complete Third Voluntary Workshop.
6. Complete Fourth Voluntary Workshop.
7. Complete Fifth Voluntary Workshop.
8. Develop Emergency Alternate Instructional Plans for Vocational Courses -- Since the new vocational building under construction on the Batesburg-Leesville High School campus had not been completed by the time school began, an alternate course of instructions had to be developed to accommodate the delay. This was primarily the responsibility of the high school principal and vocational teachers.
9. Complete Sixth Voluntary Workshop -- The sixth and final workshop was dropped. In its place, another staff planning session was held during the first week of school.
10. Form Craft Committees for all Vocational Courses -- Implemented jointly by Project Director, State Department of Education RCU Coordinator, and the high school principal. The Project Director and the RCU Coordinator met with the high school principal to discuss concepts of craft committees. It was agreed upon that the principal would survey vocational teachers for approval. During final staff planning session, guidelines were established by the principal and teachers of vocational courses which outlined the functions of the craft committees for the 1973-74 school year.

NOTE:

Objective 10, "Form Craft Committees for all Vocational Courses," is an example of an objective not tailored to meet the needs of the district. Since the vocational teachers of Batesburg-Leesville could not decide upon a purposeful way of using the proposed craft committees, this activity was eventually dropped.

11. Complete Implementation of Second Instructional Plans -- Objectives 11, 12 and 13 were all primary responsibilities of teachers. However, it was the Project Director's responsibility to designate ending dates for each unit, supply evaluation forms, etc. (this was discussed previously).
12. Complete Implementation of Third Instructional Plans.
13. Complete Implementation of Fourth Instructional Plans.
14. Complete Vocational Program and Summarize -- At the end of the first year of operation (May, 1973) each phase of the Career Education Program was evaluated and summarized. The director assisted high school principal and vocational teachers in summarizing their activities.
15. Summarize Results of All Project Evaluations -- Implemented jointly by Project Director and RCU Coordinator. This is the written summary of the Project Director's activities.
16. Complete Instructional Program Section of the Handbook -- In achieving this objective, the Project Director submitted forms to teachers requesting them to identify and reconstruct one instructional strategy they viewed as successful. Forms were given to each grade level chairman. These chairmen served as coordinators of their individual groups.
17. Complete Vocational Section of the Handbook -- Implemented jointly by Project Director and RCU Coordinator. An evaluation form was developed and submitted to the Batesburg-Leesville High School vocational instructors for completion. Later, these forms were edited and included in the handbook.
18. Complete Evaluation Section of the Handbook -- Evaluations of the Career Education Program were secured from teachers, edited by the Project Director and RCU Coordinator, and included in the handbook.
19. Complete A-V Section of the Handbook -- The Project Director, working jointly with the teachers and the Career Education staff, developed a list of all audio-visual aids ordered with career education funds. Also included was a list of materials (viewed by teachers) found most helpful in facilitating the implementation of basic CE concepts.

GENERAL OBJECTIVES AND RESPONSIBILITIES OF THE GUIDANCE COORDINATOR

A. Primary Objectives

The following is a list of primary responsibilities assumed by the Guidance Coordinator.

1. Register Students for Vocational Courses -- This objective was implemented primarily by the high school counselors with assistance from the Guidance Coordinator. Since it

was not known until the beginning of the school year exactly what vocational courses would be offered, it was necessary to promote student interest in registration for the new classes such as industrial sewing, distributive education, etc. (this role was fulfilled by the Guidance Coordinator working jointly with the high school guidance staff).

2. Complete Five-Year Follow Up Study – Implemented by high school guidance counselors with assistance from the Guidance Coordinator. The purpose of this activity was to determine what new vocational courses would best serve the needs of the Batesburg-Leesville area in preparing students for the world of work.
3. Summarize Results of 5-Year Follow Up Study – The Guidance Coordinator, working jointly with the State Department of Education's RCU, summarized the data from the follow up study and evaluated the impact the addition of new vocational courses would have upon the overall curriculum.
4. Develop Guidance Coordination Activities – Implemented by Guidance Coordinator with assistance from the district teachers. At the elementary level, where the emphasis is on "career awareness," the Guidance Coordinator consulted teachers on a regularly scheduled basis about possible strategies for developing a positive self-concept in students and stimulating an awareness of student interests and special abilities. At the middle school level, where the emphasis is on "career exploration," the Guidance Coordinator met with teachers to discuss techniques for developing student decision-making skills and ways of helping students to understand the relationship between their interests, abilities, values, and needs to possible career selection. At the high school level, where the emphasis is on "career preparation," the Guidance Coordinator worked with the counselors in developing a series of group guidance techniques for helping students to plan an educational program appropriate for their individual career choices. Some of the techniques included a guidance mini-course for 10th grade students, group guidance "rap sessions" for 11th grade students, and an on-the-job experience program for senior students.
5. Develop Testing Program to Measure Product Objectives – The Guidance Coordinator met with counselors to evaluate the tests currently used by the school system and to decide whether additional tests were needed to measure the effects of the Career Education Project. It was decided that additional tests were not necessary since the school district had hired a group of third-party evaluators to monitor the progress of the career education program.
6. Develop 10th Grade Guidance Course – The Guidance Coordinator met with high school guidance counselors to outline the general format of the 10th grade mini-course and to schedule dates for five group sessions. The main objectives of the mini-course were: to develop student understanding of the need for basic educational skills in the world of work, to develop an understanding of the consequences of career choices, to develop within the student a positive self-image, and to acquaint students with the proper procedures and techniques of applying for jobs.
7. Develop 11th and 12th Grade Technique – The Guidance Coordinator, with assistance from the high school guidance staff, developed a series of activities designed to stress the importance of "career preparation." For the 11th grade students, three exploration convocations were planned with the objective of helping students to narrow career interests into specific areas of concentration. In implementing this objective, representatives from the State Employment Agency, area plants and businesses, and members of the community were invited to speak to the 11th grade youths about current job trends on a local, state, and national level. On the 12th grade level, an

"On-The-Job Experience Program" was developed by the Guidance Coordinator. The objective of this program was to help the student to understand the need for basic educational skills in the world of work, have a knowledge and understanding of his interests, abilities, values, and needs, and to help the student develop a basic understanding of the consequences of his career choices.

8. Develop 12th Grade On-The-Job Experience Program – Implemented by Guidance Coordinator with assistance from the CE Project Director and Instructional Assistant. In achieving this objective, the Guidance Coordinator and Project Director began by securing administrative approval for students to be dismissed from classes for one entire school day. This time was to be used by the students to spend one work-day with an employer, business, or industry (in the student's field of interest) to observe what actually goes on in a typical day of work. The following is a list of the steps taken in implementing the on-the-job experience program:
 - a. Secured administrative approval and support; thereby making it possible for senior students participating in the program to be excused from class for one day.
 - b. Secured teacher approval and support. The Guidance Coordinator and Project Director met with 12th grade instructors to explain the purpose and objectives of the "Experience Program."
 - c. Survey of students to determine how many seniors were interested in participating in the program. The Guidance Coordinator met with the senior class and distributed a form which asked the students to list: their 1st, 2nd, and 3rd career choices (what they would like to be); three career areas or jobs they would like to explore; and the names of three employers, business firms, or self-employed professionals they would like to observe for a day. They were also asked to list the name of the company or individual, if they knew someone working this career area. Students were asked to confine their choices to visits within a 50-mile radius.
 - d. The survey forms were collected by the Guidance Coordinator and a list of the places and career areas requested by each student was compiled. If it were not possible to place a student in his first career choice, the Guidance Coordinator usually tried to arrange a visit with the student's second choice. Since this effort required numerous phone calls and visits with the employers or businesses in order to explain the purpose of the on-the-job experience program, and to arrange dates suitable to the people and agencies involved, it was necessary for the Instructional Assistant and the Project Director to assist in arranging contacts. This process usually took from two to three weeks to finalize.
 - e. After making arrangements with the agencies and individuals requested by students as career areas they would like to observe, the Guidance Coordinator and Instructional Assistant made a list of the participating students and the places they were to visit for a day. As nearly as possible, all seniors participating in the program were scheduled to complete their "on-the-job experience" during the same week.
 - f. The Guidance Coordinator then met with the senior students involved in the experience program and informed them where they would be going to observe the career area of their choice. The responsibility of getting to the facility was left with the student (i.e., the student was responsible for his own transportation).
 - g. Next, the Instructional Assistant and Project Secretary sent letters to the parents of students participating in the program, explaining the purpose of the activity and requesting written permission for their child to participate. No student was allowed to leave school without turning in a signed permission slip from his parents.

- h. A list of student-participants in the On-The-Job Experience Program along with the dates and places assigned for visitation was compiled and updated by the Guidance Coordinator and Instructional Assistant. Copies of this list were sent to the high school principal and senior class instructors.
 - i. A followup form was mailed to the business agencies or professional individuals where students had been assigned. This was to make sure that there was no illegitimate use of the day provided students for participation in the experience program.
 - j. A followup form was mailed to the students to determine their reaction to their day of observation. (A copy of this form is included on the following page.)
9. Develop Models of 1 and 5 Year Follow-up Study – Implemented by the Guidance Coordinator. Permission was secured from Mr. Dale Holden, Director of the South Carolina Exemplary Project in Career Education, Lancaster, to use a format developed by his project staff. The Lancaster Follow-up System was designed to be analyzed by computer. However, because of limited funds available to Batesburg-Leesville, a modified version of this system was utilized. (A copy of this format is provided on page 57 for sake of illustration.) This follow-up survey was conducted by the career education staff during the 1972-73 school year. Forms were sent to all high school graduates of Batesburg-Leesville High during the period 1968-1972.
 10. Initiate VIEW Program – Implemented by the State Department of Education. A reader-printer (which gave current information on over 11,000 jobs) was placed in the high school guidance office. This machine provided students with current data about career opportunities and training requirements.
 11. Develop Student Placement System – Implemented by Guidance Coordinator and high school guidance staff. The rationale and general objectives of the placement system are described below.

Rationale:

One of the most vital activities of any successful guidance program is the placement system. Because of the alarming level of unemployment currently afflicting our nation, and because of the intense competition for jobs created by "unemployment," there is a growing need for improved job placement services.

Traditionally, most high school guidance programs have always provided for the placement of their "college bound" students; however, very little has been done to meet the needs of those pupils who desire immediate employment after graduation. Instead, placement activities have generally been oriented toward those individuals who plan to attend college.

One of the primary objectives of career education is to provide placement services relevant to the needs of all students. Therefore, it will be our primary endeavor (as members of the guidance staff) to assist each individual student in securing the job or career training program that best suits his needs.

Objectives:

- To give assistance to the students in selecting the career that best suits their individual talents.
- To assist students in finding employment and making decisions for their post-secondary training and work.
- To serve the community by providing information regarding students who are interested in careers that are in demand locally and nationally.

STUDENT FOLLOW-UP OF JOB-EXPERIENCE PROGRAM

The Career Education Office is asking you to fill out and return this follow-up form as soon as possible. The information obtained can be helpful to us in implementing an improved and expanded Job-Experience Program for next year.

1. Your name _____
2. The place you visited _____
3. As a result of your experience, were you able to make some decision as to whether you would like to pursue this type occupation further or discontinue your pursuit?
Yes _____ No _____
4. Will you continue to explore the career possibilities in this field?
Yes _____ No _____ Undecided _____
5. Were you, by any chance, hired for full-time work as a result of your experience in this program?
Yes _____ No _____
If yes, (a) when will you begin work _____
(b) where will you be working _____
(c) what will be your title _____
6. What were some of the things you did or saw that impressed you?

7. What could we have done for you to make your experience more meaningful?

FOLLOW-UP SURVEY

NAME AT GRADUATION _____
 LAST FIRST MIDDLE
 SINGLE _____ MARRIED _____ IF MARRIED, LAST NAME _____
 ADDRESS _____ PHONE NO. _____
 BIRTH DATE _____ AGE _____ SEX _____ RACE _____
 MO. DAY YR. M F B W O
 HIGH SCHOOL _____ YEAR GRADUATED _____

I. Describe what you are doing now by checking an activity in the groups below if appropriate:

<u>EMPLOYMENT</u>	<u>SCHOOL</u>	<u>OTHER</u>
— Working Full-time	— In school full-time	— Army
— Working Part-time	— In school part-time	— Navy
— Unemployed, Want Work		— Air Force
— Unemployed, Not Seeking Work		— Marines
— Working Part-time, Seeking Full-time Work		— Coast Guard
		— National Guard
		— Housewife
		— Other

How were you trained for your employment?
 — In High School — In College — In T.E.C. — On-the-Job

II. Please indicate below the ways the following high school courses helped you by placing a check in the appropriate column for each item. If you did not take the course in high school, please check the not taken column.

HIGH SCHOOL COURSES	VERY HELPFUL	SOME HELP	LITTLE OR NO HELP	NOT TAKEN
ENGLISH				
SOCIAL STUDIES				
MATHEMATICS				
SCIENCE				
FOREIGN LANGUAGES				
ART				
MUSIC				
PHYSICAL EDUCATION				
VOCATIONAL EDUCATION				
AGRICULTURE				
CONSUMER AND HOMEMAKING				
DISTRIBUTIVE EDUCATION				
HEALTH OCCUPATIONS				
INDUSTRIAL ARTS				
OFFICE OCCUPATIONS				
TRADE AND INDUSTRIAL				

III. Please indicate below the ways high school helped you by placing a check in the appropriate column for EACH item.

TOPIC	VERY HELPFUL	SOME HELP	LITTLE OR NO HELP
TAKING CARE OF MY HEALTH			
PARTICIPATING IN COMMUNITY AND CIVIC AFFAIRS			
PREPARING FOR MARRIAGE AND FAMILY LIFE			
GETTING ALONG WITH OTHERS			
UNDERSTANDING MYSELF			
CONDUCTING MY BUSINESS AFFAIRS			
TRAINING FOR AN OCCUPATIONAL FIELD			
UNDERSTANDING RACES, RELIGIONS, AND SOCIAL SYSTEMS			
UNDERSTANDING WORLD EVENTS			
RESPECT FOR LAW AND ORDER			
THINKING THROUGH PROBLEMS			
RESPECT FOR RIGHTS OF OTHERS			
SELECTING A CAREER			

(Reprinted by permission of S. C. Exemplary Project in Career Education, Lancaster, South Carolina.)

- To serve the students by providing information on current job availability, colleges, and technical schools.

Realizing Objectives:

- Execution of career interest survey. To facilitate the organization of a placement system that meets the needs of all students, it is vital that the guidance department develop a means of assessing the post-graduation interests of the graduating seniors. To obtain this data, we will administer the "career interest survey." (March 19, 1973)
- Analysis of data. This will give a categorized listing of the number of students who desire placement in colleges or technical schools, the armed services, or immediate employment. (March 23, 1973)
- Designation of responsibility. This will help to prevent duplication of effort between counselors and the guidance coordinator. (March 23, 1973)
- Implementation of placement activities. This will involve contacting the South Carolina Employment Security Commission (for information regarding the availability of jobs in Lexington County), the Lexington County Vocational Rehabilitation Counselor, the Batesburg-Leesville Chamber of Commerce, and members of the Career Education Community Resource Council. (Initiated April 3, 1973)

Designation of Responsibility:

- College bound students: Technical, Junior, or Four Year - Counselors
- Military applicants - Counselors
- Immediate employment - Guidance Coordinator
- Undecided - Guidance Coordinator

Follow-up of Placement System:

- To insure the success of the placement activities, or double check the results of our efforts to serve students, graduating seniors will be contacted to determine their occupational or academic status. This will go into effect after the placement activities have been terminated.

12. Begin Model Follow-Up Study.
13. Complete Guidance Coordination Program and Summarize - A summary of the objectives implemented by the guidance staff was compiled by the Guidance Coordinator.
14. Complete and Review Model Follow-Up Study - Implemented by Guidance Coordinator and Instructional Assistant.
15. Complete Guidance Section of Handbook - The Guidance Coordinator and State Department of Education's RCU worked jointly in editing the guidance section of the final report.

B. Supplementary Responsibilities

- Establish Publicity System - Originally a primary responsibility of the Project Director, this activity was implemented by the Guidance Coordinator. The objective of this publicity system was to inform the community of the role of career education and

the Career Education Program. In implementing this objective, the Guidance Coordinator made contacts with the local newspaper and was granted permission to write a weekly column in the area paper. In addition to this newspaper contact, the Guidance Coordinator, with help from the Career Education staff, published a series of guidance newsletters. Copies of these publications are included as Attachments A and B at the end of this document.

NOTE:

The preceding section has dealt with the general responsibilities of the Guidance Coordinator. In addition to the duties described, he also performed as a general assistant to the Project Director.

GENERAL OBJECTIVES AND RESPONSIBILITIES OF THE INSTRUCTIONAL AIDE

Although the PERT chart lists no primary objectives for the Instructional Assistant, she performed an invaluable service to the overall success of career education. In short, the Instructional Assistant is a general "jack of all trades." The following is a list of responsibilities carried out by the Instructional Assistant:

1. Survey of Audio-Visual Equipment
2. Contribution to Internal Evaluation
3. Scheduling of Field Trips
4. Scheduling of Community Resource Speakers
5. Staff-Teacher Relations
6. Ordering and Requisitioning of Materials
7. Contribution to the On-the-Job Experience Program

GENERAL RESPONSIBILITIES OF THE PROJECT SECRETARY

1. General Correspondence
2. Receptionist Activities
3. Monitoring of Budget Sheet
4. Contribution to Internal Evaluation System

NOTE:

As was mentioned in the chapter dealing with "Major Objectives," some of the goals listed on the Project Objectives PERT Chart were ill suited to meet the needs of the Batesburg-Leesville School District. The following is a list of objectives that were either dropped or proved ambiguous to the local CE staff.

1. Plan Special Needs Program
2. Form Craft Committees
3. Complete Special Needs Program
4. Develop 11th and 12th Grade Guidance Technique

The major portion of this chapter has dealt with the various roles and responsibilities assumed by the Batesburg-Leesville Career Education staff during the 1972-73 school year. For

the most part, the major shortcoming of the PERT Chart and Project Objectives was the fact that the local district had little or no input into the actual writing of the objectives.

Although the Process and Product Objectives (implemented, for the most part, by teachers) were generally well written and easy to understand, this was not the case with the Project Objectives (which were designed to be the administrative "how to" guide). For instance, the objective "Plan Special Needs Program" was so vaguely stated until no one (including the State Department of Education's RCU who wrote the objectives) could come up with a workable definition of what a special needs program is or should be.

In other cases, potentially meaningful endeavors such as "Establish Community Resource Council" turned out to be less than functional mainly because the special needs and interests of the local community were not considered. (In other words, the Batesburg-Leesville School District should have been surveyed to determine the amount or degree of community involvement that could be reasonably expected in light of past community interest in educational affairs.) Although a Community Resource Council can be of invaluable assistance to school districts implementing career education concepts, this is only true in areas where parents and citizens share an active interest and concern for the education received by their children.

During the 1973-74 school year, the Project Director and Guidance Coordinator met to consider possible changes in the objectives to be implemented by the Career Education staff. As a result of this meeting, the 86 Project Objectives listed on the PERT Chart were narrowed to a more workable set of goals. A summary of the duties and responsibilities retained by the Batesburg-Leesville Career Education staff for the 1973-74 school year is given below.

STAFF RESPONSIBILITIES DURING THE 1973-74 SCHOOL YEAR

A. Mr. Leon Temples was hired as District Project Director. His responsibilities are:

1. Development of Internal Evaluation System
2. Coordination of Community Resource Council
3. Guidance Coordination Activities
4. Development of Career Education Unit Format
5. Teacher-Staff Relations
6. Principal-Staff Relations
7. Monitoring of Resource and Materials Requests

B. Mr. Arthur Grant, former Guidance Coordinator, is presently the Placement and Publicity Coordinator. His activities are:

1. Survey of Audio-Visual Equipment
2. Development of Internal Evaluation System
3. Publicity of Career Education Activities
4. Student Placement
5. On-the-Job Experience Program
6. Monitoring of Quarterly Progress Reports
7. Monitoring of Project Visitation
8. Follow-Up Study of Student Placement Prior to 1973

C. Mrs. Carolus Shealy, former Implementation Aide, has now assumed the role of Instructional Resource Assistant. Her responsibilities are:

1. Survey of Audio-Visual Equipment
2. Contribution to Internal Evaluation

3. Contribution to On-the-Job Experience Program
 4. Scheduling of Field Trips
 5. Staff-Teacher Relations
 6. Scheduling of Community Resource Speakers
 7. Ordering and Requisitioning of Material
- D. Miss Betty Barnes is maintaining her same position as District Project Secretary. Her responsibilities are:
1. General Correspondence
 2. Receptionist Activities
 3. Monitoring of Budget Sheet
 4. Contribution to Internal Evaluation System

SUCCESSFUL AREAS OF EMPHASIS

The preceding chapters of this document have been written with two primary goals in mind: to give a general description of the growth and development of career education in Batesburg-Leesville, and to provide a guide for other school districts attempting to implement career education concepts. In this section, it is the author's intention to identify and discuss the major successful activities noted in the research conducted by the Batesburg-Leesville School System.

The following is a list of successful activities implemented by the Career Education Project in Batesburg-Leesville:

- A. The Prevocational "Hands-On" Activities -- As was mentioned in the section dealing with "Staff Utilization," the hands-on program provided middle school students with the opportunity to experiment with the various tools and worker requirements needed for success in careers, such as welding, carpentry, electrical wiring or health service occupations. This program can be useful in helping students to plan their educational plan of study during the high school years.
- B. The Publicity Program -- This activity was extremely helpful in stimulating community interest and involvement in the total educational process. Also, the publicity program provided a vital communication link with the general public.
- C. The Internal Evaluation System -- This program was a vital tool in the effort to keep all career education staff members informed of the overall progress of the career education project. Also, it assured continuous communication and planning of future staff activities, making each member aware and knowledgeable of any important developments.
- D. The On-The-Job Experience Program -- Perhaps the most successful and well-received of all the activities implemented in Batesburg-Leesville. This program gave 12th grade students an opportunity to observe and participate in the various duties and responsibilities carried out, during a normal work-day, in a career area of their choice.
- E. The Student Placement Service -- Helped to locate jobs for members of the Batesburg-Leesville community in addition to helping locate part-time employment for high school students.
- F. In addition to these accomplishments, counselors developed a more active working relationship with teachers; more extensive coordination and communication among teachers, counselors, and administrators was achieved; and teachers and students became more intelligently aware of the social and economic importance of work.

NOTE:

The preceding section has attempted to identify the most successful aspect of the Career Education Program in Batesburg-Leesville, and to indicate how these activities may best serve other school districts. Although no specific instructional strategies were identified in this discussion, the author feels that many positive gains were made in the area of student attitudes toward school, and in their understanding of the social and economic importance of work.

PROBLEM AREAS

One purpose achieved by the Career Education research effort in Batesburg-Leesville was the identification of several potential "problem areas" which should be avoided or corrected by school districts wishing to implement a comprehensive career education program. The following is a list of problems identified by a survey of teacher, staff, and administrative opinions of the Career Education Project in Batesburg-Leesville.

Summary Conclusions:

1. The lateness in funding the project. This eventually had sequence impacts in acquiring staff personnel, achieving sound orientation of the teachers and district administrators, and compounding the project initiation with the beginning of the new school year.
2. The abilities of staff to properly judge work efforts per activity in the future time frame. This is a fault of all such activities and in no way should be considered unique to the state or district staffs involved.
3. The lack of understanding on the part of some of the district staff concerning what was expected of them. This problem was primarily evident during the initial project implementation period, but it also remained to a lesser degree throughout the project evaluation.
4. The tendency of some personnel to treat career education concepts as "add on" activities.
5. Development of scheduling problems with activities such as the 10th grade "mini-course" etc., due to late hiring of career education staff.

GENERAL RECOMMENDATIONS

This document was written with the intention of providing a comprehensive guide for implementing career education concepts on a local, state, and national basis. As the pilot career education program in the state of South Carolina, the Career Education Project in Batesburg-Leesville has been a testing ground whereby many different instructional strategies and techniques have been attempted and evaluated.

In addition, the Batesburg-Leesville Career Education Program has provided local school administrators with an overall picture of the various strategies used to manage a career development program and has attempted to outline the roles played by administrators such as the superintendent of schools, principals, and career development coordinators. The following recommendations are made on the basis of data received from the testing, student interviews and teacher evaluations:

1. Before attempting to implement a career development program, teachers and administrators should agree that there is a need for implementing career education concepts into the curriculum.
2. Goals and objectives should be tailored to meet the needs of the existing community and school system.
3. A well-planned summer workshop of at least two weeks should be held with the primary focus upon development of learning experiences by teachers. Efforts should be made to include all teachers in the workshops.
4. Administrators should be well informed as to the nature of their role in the career education program.
5. Committees should be established to coordinate learning activities among the grade levels and subject areas.
6. Inservice training should be carefully planned and continuous.
7. Teachers should be encouraged to visit schools in other districts, industries, and service organizations to broaden their knowledge of community resources.
8. To prevent complications, visitors should verify in writing or verbally the exact date, time, and specific activities they wish to observe during project visitation.
9. Dates for implementation of activities should be planned before the school calendar is completed.
10. General school administrators and other officials should demonstrate a high degree of interest in the career development program to boost the morale of teachers and to emphasize the significance of their efforts.

The following recommendations were presented by IBEX, Incorporated, the independent third-party evaluators, in their *Annual Evaluation Report, 1973-74, Research and Development Project in Career Education, Lexington School District Three*.

Recommendations

"This is the final period of the Batesburg/Leesville "Research and Development Project in Career Education." Any residual effects of this project on the entire school district will be greater if planned, than if left to chance. It is our professional recommendation that the following occur:

- A career education specialist be placed on the central office staff as a curriculum consultant.
- That this person be given responsibilities similar to any other discipline specialist to upgrade career education on a continual basis.
- That career education continue to be viewed as a fused part of the total curriculum, and each teacher assume responsibility for keeping herself/himself and her/his students current in occupational awareness."

The Guidance World

VOLUME I — NO. 1

BATESBURG-LEESVILLE SCHOOL SYSTEM

JANUARY 25, 1972

KIRKLAND'S KORNER

by
Benji Kirkland
Project Director
Career Education

As the Career Education Project Director for Lexington County School District Number 1, I would like to take this time and space not only to thank all people involved in the Project for the effort put forth in an attempt to achieve success, but also to commend you on the tremendous strides in progress you have made in implementing "Career Education" into the existing curriculum.

Naturally, we have suffered growing pains but this is not uncommon. These pains were expected and from our experience with other projects in this state we feel that we have matured to a point in Batesburg-Leesville that took other projects a great deal longer to reach. This is a feather in your cap! As you heard from the beginning, you, the teacher, are the focal point in our educational system and it takes professionals like you to make any innovative program work.

Evidence of your success is expressed in a letter received from one of our recent visitors. The letter read, "We are very grateful to you for giving us such a broad look at the Career Education activities in the various schools in your district. Your effort on our behalf has helped us see both the potentials and the possible pitfalls of Career Education. It speaks well for what you have accomplished in such a short

(Continued on Page Two)

"THE PANCAKE 5" RESTAURANT

Students Learn by Doing



by
Virginia Sprinkle
Feature Writer
Twin City News

"The Pancake 5" Restaurant was swarming with appetizing aromas Tuesday when over 200 fifth grade students at the Middle School were served delicious pancakes during a special Career Education Project.

Teachers, Mrs. Rosemary Stokes and Mrs. Dorothy Stone, and teacher's aide, Mrs. Sara Killian, were overwhelmed with the interest shown from students who performed their duties as host, hostess, waitresses, cashiers and cooks.

Middle School Students Visit State Hospital

by
Arthur F. Grant

Upon entering the main gates you are immediately aware of a difference. In this world there is no war, no violent screams of sirens, nor is there outward evidence of hate and distrust.

Instead of war, there is the peace and serenity of men talking in the park. Instead of sirens (transporting innocent victims of the greed created by society), there is the melodious harmony of the chapel bells. Instead of the cancerous hate and distrust which threatens our sanity and sense of value, there is love and compassion.

To some, the world behind these gates seems strange—inhabited by "strange" people with super strange ideas. To these unfortunate creatures

(who close their eyes to the beauty and truth behind the large, rustic gates) this is the world of "crazy people," of raving madmen with blood thirsty eyes.

But to the seventh grade students of B-L Middle School, the State Hospital is not a world of "madmen" and crazy people. On the contrary, the world these students saw was a world of unlimited potential.

The purpose of the visit, (planned and coordinated by the seventh grade teachers of B-L Middle) was to observe various careers in the health services field. During their stay, the students and teachers were treated to a full tour of hospital grounds and therapeutic work-

(Continued on Page Three)

Two classes prepared pancakes for all other five fifth grade classes following a study of the restaurant business. Students also decorated lunch tables in a special room reserved for this project, using turkeys and autumn accents in keeping with the holiday motif.

Colorful menus, also prepared by the students listed unusual prices of pancakes, 5c; margarine, 2c; syrup, 3c; milk, 4c. Each student was supplied with imitation money to pay for their meals as student cashiers operated toy machines.

In their classrooms the students will compare their business with a real restaurant business following a lecture soon by Mrs. Sara Shealy, manager of Shealy's Bar-B-Q in Leesville.

Who Needs Guidance?

by
Arthur F. Grant

Because of significant technological advancements during the past decade, rapid changes have been made within the social structure of our society. Although technology has provided better jobs, improved environmental conditions, and financial security for many citizens in the process it has also ushered in "the age of specialization" (along with numerous other problems).

For the ~~adobe~~ this new emphasis ~~on~~ specialized training has ~~created~~ the need for drastic reorganization of school curricula. For the students, the intense competition for recognition, and the pressing demand for highly trained personnel has created yet another need—the need for guidance.

During recent years, there has been much controversy over the true role of "guidance" in our public schools (and even more confusion over the specific obligations of counselors). What

is guidance? Which students need guidance most? These and other questions continue to puzzle educators throughout the school community.

However, the answers to these questions are quite simple if we really think about it. Though there are many "definitions" of guidance, they all center around one major theme: that of helping each student (through his own effort), to achieve maximum adjustment to his home and community.

In achieving this goal, students, teachers and counselors must all realize that guidance is for everyone. All students, (college bound or not) have need of guidance services at one time or another. Therefore, the primary obligation of counselors is to help each individual develop to his fullest potential.

How can this be done? No, it is not easy but with total involvement from parents, teachers, administrators, and students, the job can and will be done.



Mrs. Julius Garber talked on the importance of appearance in making a good impression on prospective employees.

KIRKLAND'S KORNER (Continued from Page One)

time, that as a result of our visit we are even more enthusiastic about using Career Ed. as a basic framework for the curriculum changes which must be made here.

You didn't boast about the very positive attitudes so many of the elementary teachers showed in relation to Career Ed. activities. Perhaps you should have. They could have viewed it as a nuisance, a passing fad or an unwarranted interruption of conventional instructional methods. That so many did not may be "your fault". Right on!

Keep up the good work!

HELP NEEDED:

We have boys and girls who are interested in any kind of work available. For information, please contact Mr. Arthur Grant. Phone: 532-5894 between the hours of 8 a.m. to 3 p.m. at the Career Education Office.

The Impression Bag

by
Arthur F. Grant

Have you ever applied for a job (either part-time or full) and gotten the old "don't call me, I'll call you" routine?

For those of us who have, this was probably one of the most frustrating experiences of our lives—an event which will never be forgotten.

However, for most of us, our first job interview was also an education—a crash lesson on the importance of making an impression, or presenting our best image. Unfortunately, it is also a lesson that many of us never learn.

In hopes of exposing students to the types of habits which often prevent many qualified applicants from securing the job of their choice, Mrs. Cora Lester's home economics class invited Mrs. Bessie Garber of Garber's Department Store to speak to their class about her experiences as an employer. During her presentation, Mrs. Garber used students to illustrate dress patterns which often turn employer's off.

According to Mrs. Garber, "people often wear clothes which are stylish and fit properly, but simply are not right for the occasion". Or to the other extreme, some applicants totally ignore good grooming habits such as body hygiene, good posture, and clothes that fit the individual (and not the vogue).

Throughout the discussion, Mrs. Garber emphasized the importance of projecting a pleasing personality and selling yourself as an individual. "The key is to present your best qualities, with this in mind everything comes naturally."



Careers in Government Services

B-L Middle School and Utopia students learned of careers in government services on a field trip to Fort Jackson. The trip was part of the career education program in the local schools.

CONTRIBUTING PERSONNEL:

Virginia Sprinkle (Feature Writer of "Twin City News")
Walter Putnam (Columbia Record Staff Writer)
Benji Kirkland (Project Director of Career Education)
Betty Barnes (Project Secretary)
Art Grant (Guidance Coordinator of Career Education)

Education Trend Emphasizes Need For Specialized Training

by
Walter Pinnam
Recent Staff Writer

By 1980, according to the U. S. Department of Labor, only 10 percent of all jobs will require a college education, 10 per cent will be unskilled, and 80 per cent will require some advanced training of one to two years beyond high school.

To cope with this trend toward jobs requiring special skills, but not necessarily a liberal academic education, many educators are advancing the concept of "career education."

Although the term is new, the concept has been around for a very long time. Recently "career education" has been widely thought of as being simply "vocational" education.

But advocates are quick to point out that both vocational and academic training is involved in the area newly termed "career education."

They say there is really nothing new about it except that it is an organized approach, kindergarten through 12th grade, to create an awareness in the pupil of the multitude of career opportunities available in today's society. Furthermore, the pupil would be guided to make his own career choice, and would be prepared to meet, as fully as possible, the demands of that choice.

"Career Education" is really just sound education, says Judy Harlan, of the S. C. Department of Education.

This year she organized a Career Education project in Lexington County School District Three (Batesburg-Leesville). The program there may be used as a model for implementation throughout the state.

"In the early stages the program focuses on general awareness," Mrs. Harlan said. "This awareness phase emphasizes the economic, social and personal significance of work, the dignity of work well done, the vast range of jobs available in our working world, the

economic and social interdependence of all jobs, and the basic similarities and differences among different jobs."

From about grade six through nine there is an exploration phase into various occupational groupings, or "clusters," in which the student gets a closer look at some of the various fields of study.

During the high school years he begins to specialize in one, or possibly several, clusters and may even experience on-the-job training for a certain career, whether it is vocational or academic.

For example: Eleanor, after initial instruction in the value of work to the individual and society, develops a precocious writing ability and by the sixth grade is editor of a class newspaper.

Her teachers recognize the talent and help her develop it during the exploration phase of middle school. They do not exclude learning in other clusters of vocations, but find she is particularly interested in the communication field, and mainly in the mass media.

If high school, if she hasn't found a more urgent calling, she may have decided to become a journalist, and her teachers and guidance counselors can direct her through courses designed to prepare her for her life's work. She could perhaps work with a local newspaper or broadcast station for school credit.

After graduation from high school, she may be fully prepared to get a fulfilling job and continue her education on her own.

Or she may decide to take more advanced training (other than what she would find on-the-job) in a vocational or trade school. She could even go to college, and possibly advance to a graduate-study level, while exploring the many possibilities found in her chosen field. And it would be a field which she desired for a long time, and one for which she had been fully prepared.

Many possibilities exist for each child. Advocates of Career Education believe in stimulating children to learn in a "work-oriented atmosphere" so they will be better prepared for life.

"It's now a push to lock kids into something," Mrs. Harlan said. "It's just the opposite."

Each teacher, in all grades, would sort of "feel her way in relating careers to a child," she said.

"I would like to see people get a feel for what Career Education could be," Mrs. Harlan added.

She said the concept could serve as a "focal point for all education" by making the students aware of the wide varieties of work and of its importance—by teaching relevant material to the individual and preparing him for life.

"That's what education is all about," Mrs. Harlan said.



Students at Batesburg-Leesville High School study industrial sewing.



The Lexington County Circulating Library provided an educational trip for Batesburg Elementary students.

MIDDLE SCHOOL STUDENTS VISIT STATE HOSPITAL (Continued from Page One)

shops by tour coordinators, Mrs. Whalm and Mr. Grey Lewis.

After receiving a brief history of how State Hospital came into existence, the students were ushered to the library where Mrs. Neeta Shal described her job and how she uses "bibliotherapy" to help needy patients. From here, the students toured the hospital sewing room and vocational rehabilitation centers.

In these wards, trained supervisors instruct patients in the basics of sewing, painting, cooking, and other industrial arts. According to Mr. Lewis, the sewing room and rehabilitation centers give the patients a chance to earn the spending money with which they purchase cigarettes, candy, and other personal items.



Special education classes get on-the-farm experience.

Local Students On TV

by
Arthur F. Grant
Career Education
Guidance Coordinator

"Guess what Mom, I'm going to be on television!" If the preceding quote sounds like a line from one of the paperback novels you have been reading, don't let it scare you. No, I have not ventured off into the fiction field yet. This is just my way of describing the reactions of a young 11-year-old student to the experience of appearing for the first time.

What's all the excitement about? For those of you who were up at 7:30 last Saturday morning (with your stations tuned to WNOK, channel 19), the cause was quite evident. Batesburg-Leesville was on the tube.

Featured on the program, "Pathways to the Future," were students and teachers from three of the five schools in the district. The purpose of this presentation was to expose residents of South Carolina to the new and innovative activities currently emphasized by the faculty and staff of Batesburg-Leesville.

From Leesville Elementary, second grade teachers Mrs. Rosemary Sanders, Mrs. Lucretia Wise, and Mrs. Mary Elizabeth Miller talked about their unit dealing with home construction. During their presentation, each described how they applied basic principals of math, English, and science to the construction trade.

Representing the Batesburg Middle School was Mrs. Rosemary Stokes, who brought along four of her fifth grade students to describe their unit dealing with the food service careers. Anyone who has doubts about the effectiveness of career education should have heard these kids do their thing.

The High School was also well represented. Featured on the program were: Kirk Summers, a student in one of the eleventh

The Choice Is Yours

by
Arthur F. Grant

Remember your high school days? Remember the prom, the



big homecoming game, and that proud feeling of finally receiving that magic piece of paper your diploma?

Yes, all of us have our own special memories about our high school days. Yet most of us also remember that our toughest task as high school students was not passing math, or history, but learning when and how to make decisions.

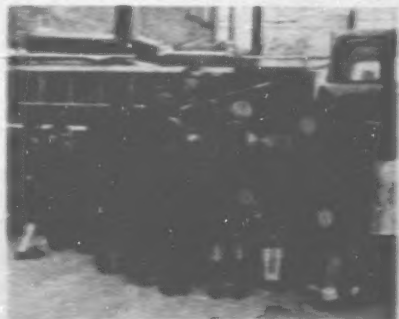
Traditionally, the high school has symbolized the "turning

point" in education—that period in life when we are forced to decide which road to take. For some, the road to "success" was straight, and began with their first day of work following graduation. For others, it was necessary to detour—to delay their quest of success for that extra year, or four years preparation for their career of their choice.

In an attempt to ease the burden of decision making, the faculty and students of B-L High School have begun a series of classes, field-trips, and other



Also appearing on the show were: Mrs. Judy Harlan, research coordinator, from the Office of Vocational Education; Career Education Project Director, Benji Kirkland, and Guidance Coordinator, Arthur Grant. In case you missed it Saturday, the show is scheduled to be taped for later viewing within the next few weeks, so keep your eyes open.



VISIT
FIRE
STATION

Fourth grade students of Batesburg Elementary visited Batesburg fire station and city hall.

exploratory activities, geared toward career investigation and preparation. However, as many of the students have learned, deciding upon a career is not easy.

Last week, Mrs. Shirley Smith's 9th and 10th grade General Science classes toured Plastic Woven, a branch of Wellington Synthetic Fibers, to explore the job opportunities there. While at the plant, assistant plant manager, Jerry Johnson, explained the various activities involved in converting oil extracts into the plastic lawn chairs we enjoy each summer.

Later that day, I observed Mr. Robbie Mims' Masonry class where his 11th and 12th grade students are learning the basic fundamentals of brick laying. In this class, students learn the proper techniques of using the square, rule, level, and other tools of the trade. According to Mr. Mims, the students are advancing at an accelerated pace (which is good news to those of us who are building a new home).

Career opportunities for women are big too, according to Miss Willie Mae Trotter. In Miss Trotter's Consumer Homemaking class, students learn about the buying practices and economic considerations of homemaking.

In Mrs. Cora Lester's Home Economics class, students learn the basics of clothing construction, designing, and repair. As anyone knows, these are careers which are always in demand.

Near the end of the week, I was treated to a series of unique career education "happenings." However, one of the most creative was Mrs. Aunie Jones' use of poetry to spotlight career opportunities.

In this session, Mrs. Jones used the poem "Eldorado", by Edgar Allen Poe, to emphasize the importance of setting a goal in life and sticking to it. Because Eldorado (a fictional city) symbolized the attainment of one's life-time goal, this was indeed a creative approach to career education.

The Guidance World

VOLUME I — No. 2

BATESBURG-LEESVILLE SCHOOL SYSTEM

MAY 29, 1973

KIRKLAND'S KORNER

by
Benji Kirkland
Project Director
Career Education

Lexington County School District Three has come a long way this year in accomplishing goals objectives for the Career Education Project, which is now approaching the end of its infant stages in this district. However, we feel that there is still much



BENJI KIRKLAND

room for improvement and teachers and other staff personnel are in the process of evaluating this year's work (and making plans for future Career Education activities).

On Tuesday, May 15th, all faculty in the Batesburg-Leesville School System participated in a special planning session to suggest changes in basic project organizations for ways of developing a general project plan for the 1974 school year.

Seventh and eighth grade teachers at the B-L Middle School are also participating in special planning sessions to develop a "hands-on" program to be implemented next year. This type program is designed to give students an opportunity to explore, in depth, job clusters through experiences closely related to actual job skills.

At B-L High School, the

(Continued on Page Four)

Batesburg Primary Students Visit Columbia Airport



Arthur Grant talks to class.

What factors motivate kids to learn? How can I get my students involved in classroom activities?

If you are a dedicated first grade teacher, these questions can be especially frustrating and enigmatic. However, most educators agree that one of the major stumbling blocks in learning is "lack of interest."

One activity which seems to attract the interest of almost all students is field trips. In this respect, first graders are no exception to the rule. Don't take my word for it though—just ask the first grade pupils of Batesburg Primary if you need further proof.

Last week these boys and girls (accompanied by their teachers Mrs. Price, Mrs. Rose, Miss Ridgell and Mrs. Miller) were entertained by a tour of the Columbia Airport. The purpose of the tour was to expose the youngsters to what goes on at an airport—the jobs involved, and number of people needed.

Conducting the expedition was Mr. Billy Fields, of the public relations department. Mr. Fields explained to the group the duties of the pilots and co-pilots, the security police, ticket agents, baggage operators as well as numerous other occupations.

Midway through the tour, the students were carried through the weather bureau, where they observed several weather detection devices and the airport control tower (where pilots are given flight directions). According to Mrs. Price, "the children

(Continued on Page Four)

In Defense of Guidance

By Arthur F. Grant

One of the most prevalent criticisms of group guidance sessions is that they often disrupt the normal class schedule, or that students are forced to miss too much time from studies. Other individuals have dismissed group guidance as "a complete waste of energy," since students aren't really interested anyway.

Unfortunately, most critics of group sessions fail to consider the chief justification for meeting with pupils as a unit: to assist counselors in meeting the needs of all students. After all, is there any other way that two counselors can effectively service a

student body of over seven hundred? Is it reasonably possible to expect the counselors to see each student "individually?"

Realistically speaking, no guidance program can succeed without public and administrative support. As Frank W. Miller points out in his book (*Guidance: Principles and Services*): "guidance must be a cooperative enterprise involving pupil, parent, teacher, administrator, and counselor."

Without your support some student will be deprived of the right to grow. Help the guidance department help you — the future you save may be your own.

The Community and Public Health

One of the most vital elements of any growing community is a functional public health service. It is an accepted fact that all of us at one time or another have had, or will have a need for the services of our public health system, so it really isn't surprising that it is also a source of employment for many of us.

During the month of February, the third grade class of Leesville Elementary conducted a series of activities designed to explore the numerous career opportunities involved with public health. As the pupils soon discovered, the range of jobs is massive.

In organizing this trip, the third grade teachers (Mrs. Mabel Gantt, Mrs. Henrietta Coleman, and Mrs. Annie Morgan) spent countless hours of planning and preparation. Yet, judging from their comments about the services they observed, it was all worth-while.

First the group journeyed to Lexington where Mr. George Rentz took them on a tour of the Lexington County Hospital. While there the students observed the X-Ray Lab, kitchen, nursery, and physical therapy room. Also they saw the duties performed at each of these stations.

Some of the careers observed were: physical therapists, lab technicians, nurses, cooks, dietitians, orderlies, and

numerous other specialists. Following their tour of the hospital the students talked with other community servants involved with public health.

Dr. James Mitchell, a pharmacist, talked to the students about his career and presented a film of a hospital under construction in Haiti (where he practiced before coming to the Batesburg-Leesville area). According to Mrs. Gantt: "Dr. Mitchell's presentation was both interesting and informative."



Work Songs Highlight Musical Program

Certainly one of the most important aspects of any elementary school curriculum is its musical program. In addition to introducing youngsters to one of the fastest growing career areas in existence today, the elementary music classes also provide an opportunity for teachers to channel the nervous energy of their students into more useful and creative endeavors.

Still, perhaps one of the

greatest benefits of music is the joy it brings to others. Almost everyone, young or old, likes to hear good music—especially when the featured entertainers happen to be your own son and daughters, or children of your next door neighbors.

On Friday, March 23, 7:30 p.m., you had an opportunity to share this experience as the first and second grades of Batesburg Primary School presented their annual music program. This year, because of the tremendous impact that career education has had in the district, the Batesburg faculty (with skillful assistance from Mrs. Frank Thomason) had chosen the theme: "The World of Work."

In planning the presentation, Mrs. Thomason met with a committee of teachers from Batesburg to rephrase and rewrite many traditional songs so that they could be made to relate to the general theme. According to Mrs. Helen Frazier, head teacher at Batesburg Primary, "the songs were rewritten to depict the various careers the primary students have studied during the current school year."

Some of the featured songs on the program were: "The School Nurse" and "A Friend in Need," by the first graders, and "The Carpenter" and "Do You Know", by grade two. All you had to do to enjoy good music was come out and watch.

Also in following weeks, similar presentations were held at Utopia, Leesville Elementary, Batesburg-Leesville Middle School as these institutions presented their annual music shows. The dates for these were: Utopia Elementary, April 10; Batesburg Middle School, April 6; Leesville Elementary, March 30.

HELP NEEDED*

We have boys and girls who are interested in any kind of work available. For information, please contact Mr. Arthur Grant. Phone: 532-5894 between the hours of 8 a.m. to 3 p.m. at the Career Education Office.

CONTRIBUTING PERSONNEL:

Judy Harlan (Career Education Coordinator)
Benji Kirkland (Project Director of Career Education)
Betty Barnes (Project Secretary)
Art Grant (Guidance Coordinator of Career Education)
Caroline Stealy (Instructional Assistant)

We Can Learn, Too

Recently, during one of my frequent visits into the Batesburg-Leesville community, I was asked a very thought provoking question: "What can a first grader or second grader learn about careers? Isn't the average elementary school pupil too young and too immature to decide what job he's interested in?"

Before one even attempts to answer these questions, it is important to consider the role of the primary and elementary teacher. The elementary level includes grades one through eight, and it is during these years (the formative years) that children develop the concepts and values that will follow them throughout life. Therefore, the role of the people who teach your children during these early years is increasingly important.

At the primary level, the role of the "school mom" is to help pupils grow (physically, intellectually, and emotionally). Yet, before this growth can be achieved, an awareness phase must take place.

True, it isn't likely that an eight year old child will acquire maturity and skill needed to choose his lifetime vocation. However, he can learn about the wide range of opportunities available in the world of work.

For instance, the second

Middle School Students Visit Local Industries

One of the major factors contributing to the tremendous rise in economic and social prosperity during the past

decade has been the rapid growth of the manufacturing industry. Particularly in the south, living conditions of the average citizen have experienced drastic improvement over circumstances in previous years.

With the southward migration of industry increasing every day, more and more jobs are being made available. To learn more about the mechanics of the manufacturing business, the eighth grade students of Batesburg Middle School visited two of this area's most lucrative plants: J. B. Martin Industries and Imperial Casket Company.



B-L Middle School students visited Imperial Casket Company.

grade students at Batesburg-Primary School have spent the last two weeks learning about careers in their local community. One of these activities was a study of the supermarket business.

To help the youngsters understand how a supermarket is operated, the teachers at Batesburg helped their pupils construct model grocery stores. Next, they plan to visit a local store to learn how meat is sliced and packaged for sale, how managers keep food in stock,

and many other job skills needed to run a successful business.

At the Middle School, the fifth grade students visited the Batesburg and Leesville Post Offices, Lewis Printing Shop, WBLR Radio Station, and WABCO. The purpose of these trips was to explore career opportunities in the field of communications.

So you see, there is something for everyone to learn. Just check our career education and see for yourself.



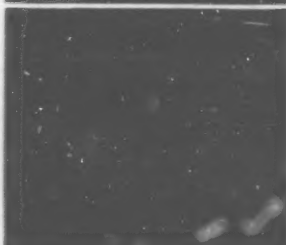
At left: Leesville fourth grade students, who have been studying food service careers, visit Shenly's Barbecue.

Right: Bell Telephone Co. in Columbia opened their doors to Leesville Elementary students studying careers in communication.



Left: B-L High School students learn about the computer at WBLR radio station.

Right: Fifth graders from the Middle School learn how printing works at Lewis Printing Service, Batesburg.



The second stop on the trip was the Imperial Casket Company. Upon entering the showroom, the visitors were shown 15 of the 90 different styles currently produced at Imperial. To their surprise, it was learned that the plant supplies caskets for 36 different states, (including Puerto Rico).

Next, they viewed the office area, where two IBM computers and operators mapped out shipping schedules and service charges for delivery. From here, the students were taken to the factory room where they saw the construction process required for the framework of each casket.

After leaving the factory room, they were taken to the sewing room where 14 women were busy weaving the soft material which forms the lining of the casket. When this process is completed, the caskets are now ready to be painted and dried.

KIRKLAND'S KORNER

(Continued from Page One)

Guidance Department and the Career Education Guidance Coordinator are busy attempting to place all graduating seniors in colleges or schools of further education or in full time jobs. These students will be followed-up over a period of years to determine the actual relevancy of courses they took in school to their chosen vocational interests.

In June of 1973, after the Career Education Program has operated for one year, project personnel (teachers, counselors, and administration) will summarize their experiences, activities, and conclusions for incorporation in a "Career Education Implementation guide." As a supplement to this guide, the S. C. Educational Television network will have developed a synchronized slide-sound documentation of the Career Education Project. This audio-visual product will be converted to a video-tape master which will provide an additional means for state and national dissemination.

STUDENTS VISIT AIRPORT

(Continued from Page One)

really enjoyed seeing how the landing gears of a plane operate."

After touring the airport, the Batesburg students were treated to a bus ride through State Farmer's Market, Columbia Coliseum, and the State House grounds. Were the kids interested? You bet they were.



Students visit Twin-City News

One Year in Career Ed

This article by Mrs. Harlan, the state-level coordinator, was in response to Mr. Grant's request for an informal summary of her overall reactions to the Career Education project.

It seems impossible that only one year has gone by since I made my first trip to Batesburg-Leesville. At that time, I'm not sure I really believed that so much could be accomplished in one year. But District Three has indeed made unbelievable progress toward a comprehensive Career Education program.

This year has seen a continued national emphasis on Career Education. (Of the many current federally-funded educational projects, Career Education is one of the few likely to be refunded.) South Carolina schools and communities have become increasingly interested in Career Education. The state educational agency is becoming



Benji Kirkland and Mrs. Harlan

more involved in and committed to this educational approach. And your district has been a leader in this major educational innovation.

I personally feel you have

made more progress in one year than many projects make in two or three years and that your progress will encourage state-wide progress in Career Education. But I also realize that South Carolina will be looking to you for continued leadership.

A district that has accomplished so much in a first year of operation will be viewed as capable of accomplishing even more in a second year. I know such expectations are both gratifying and frustrating. How nice it would be to rest on this year's successes instead of hassling with revisions, improvements, and expansions.

During this spring, your district will be asked to critically examine the model project you have been operating, to identify and retain that which is strong, and to revise that which could be stronger. Next year your district will continue and expand this model Career Education program; at the same time other districts will adapt your program to their students.

Presently, we anticipate Spartanburg District 5, the Duncan area, being the site of a second Research and Development project while Batesburg-Leesville continues and expands its project efforts. In addition, several districts have applied for federal exemplary monies to develop and operate a three year Career Education program. The Department of Education is working to insure close coordination among these federally-funded projects as well as to assist other districts in initiating their own efforts.

Such growth and expansion in Career Education in this state is encouraging to me, and I'm sure it must be to you too. But there is still much to be tried and learned, and South Carolina will be looking to you in District Three to continue its leadership role in Career Education.

News Media Studied

What's in the News?

Despite the large audiences attracted by radio and television, never before has the importance of journalism been more evident than it is today. Although a constant target of controversy, the newspaper industry has served a dual function: that of keeping our

nation informed of local and international events, and serving as an instrument of change.

However, for every printed page carried in our daily newspaper, many hours of hard work and preparation must take place. Whether it is a small once a week publication, or a huge daily issue serving several million, the newspaper industry is a business that requires the time and talents of many skilled personnel. In hopes of exploring the training and special aptitudes needed to get a newspaper to the sales stand, the teachers and students of Batesburg Elementary's fourth grade traveled to Bruner Publishing Company, Inc. in Lexington.

Before going to Bruner's, Mrs. Virginia Sprinkle (of the Twin City News) had visited Batesburg Elementary to discuss the many hours of preparation involved before a paper is actually sent to press. As we noted later, the trip to Bruner's had much more meaning after Mrs. Sprinkle's talk.

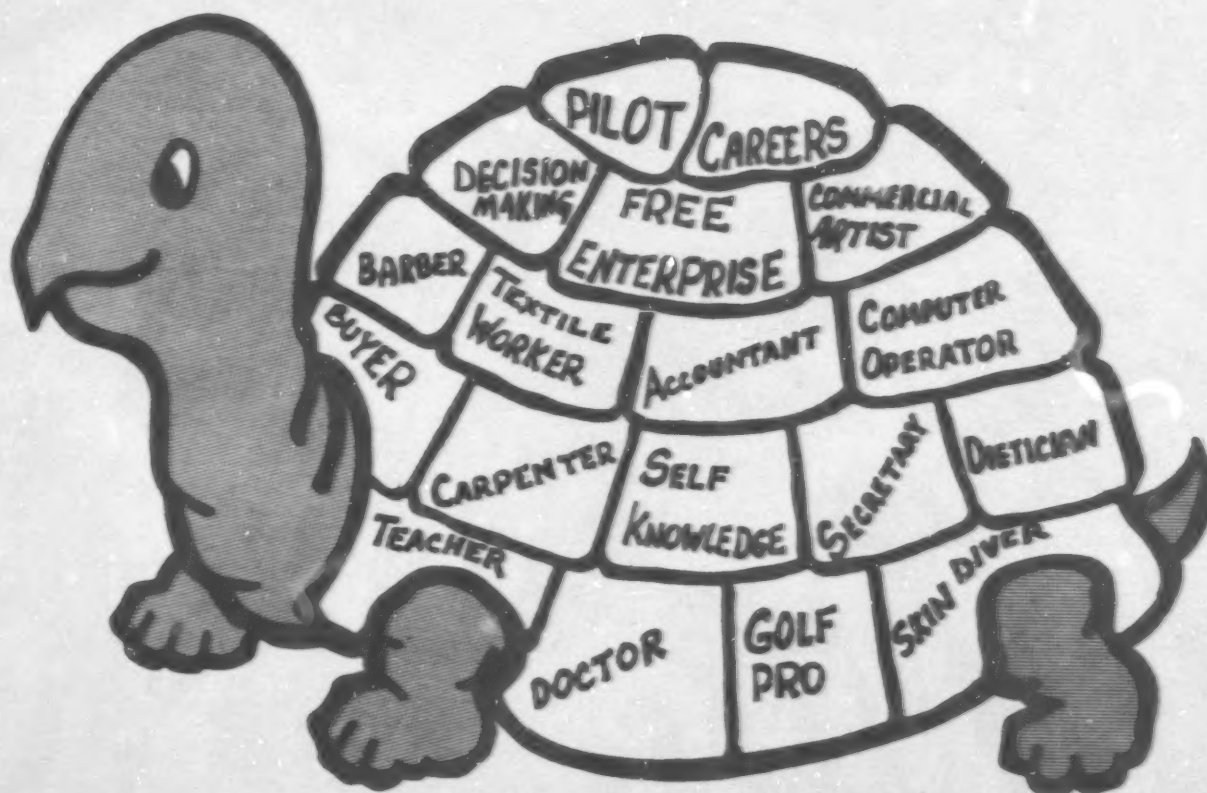
SECTION FOUR

IMPLEMENTATION

OF A CAREER EDUCATION PROJECT

SPARTANBURG DISTRICT FIVE SCHOOLS

DUNCAN, SOUTH CAROLINA



*IMPLEMENTATION OF A CAREER EDUCATION PROJECT
IN
SPARTANBURG DISTRICT FIVE SCHOOLS
DUNCAN, SOUTH CAROLINA*

South Carolina Department of Education
Rutledge Building
Columbia, South Carolina 29201

Cyril B. Busbee
State Superintendent of Education

Charlie G. Williams
Deputy Superintendent of Education
Division of Instruction

June 1973 - June 1975

*This Research and Development Project
in Career Education was conducted under Part C
of Public Law 90-576 (June 1973 - November 1974)
and Part D of that same law (December 1974 - June 1975).*

ACKNOWLEDGEMENT

The Spartanburg Five Career Education staff acknowledges with appreciation the services rendered by Miss Ellen Tollison, State Consultant for Career Education, South Carolina Department of Education. The staff also appreciates the advice and encouragement of Mr. Grady Sanford, Superintendent of Spartanburg District Five Schools. They wish to thank Mr. Alfred McGinnis, Mr. Woodrow Hughes, Mr. Berry Schultheiss, Mr. Paul Black, Mr. Homer Fowler, Mr. Oliver Tucker, Mrs. Carol Hughes, and Mr. Frank Cook, principals of the participating schools and all of the district teachers for their cooperation and contributions.

The staff would like to express their gratitude to the Vocational Education Media Center for their cooperation in the printing and editing of this document.

TABLE OF CONTENTS

	Page
PURPOSE	1
PROJECT SETTING	3
PROJECT GOALS	5
MAJOR OBJECTIVES	7
DEVELOPMENTAL PLAN	11
IMPLEMENTATION	13
Staff Responsibilities	13
Procedures	14
Workshops for Teachers	14
Planning Conferences	15
Planning Activities	15
Resources	16
Materials	16
WORK STUDY	19
PLACEMENT	21
EVALUATION	23
PUBLICITY	25
DISSEMINATION	27
APPENDICES	
A – Concept Sheet of Four Major Areas	29
B – Activity Plan Sheet	31
C – Resource Request Form	33
D – Agreement between School and Student	35
E – Survey of Graduates and Results	37-38

STATEMENT OF PURPOSE

This document has been prepared to assist in the implementation of a career education project. It will show the procedures used in the planning, management, and administration of the career education program in Spartanburg County District Five Schools.

It will emphasize those methods that proved to be most successful and practical for use by teachers, coordinators, and principals in making career education an integrated part of the curriculum.

DESCRIPTION OF PROJECT SETTING

Spartanburg County School District Five in Duncan, South Carolina, is the site of the South Carolina Department of Education's second Research and Development Project in Career Education. The school district, located within a few miles of several larger industrial-based towns, serves over 4,000 students in six elementary schools, one middle school, and one high school in grades K-12. It is one of three districts served by a centrally located Vocational Center. It is also served by a center for handicapped children.

The professional staff includes approximately 240 teachers, counselors, and administrators. The total system includes the following schools:

Kindergarten

- Reidville Elementary School
- Wellford Primary School
- Wellford Intermediate School

Grades 1 - 3

- Wellford Primary School

Grades 4 - 6

- Wellford Intermediate School

Grades 1 - 6

- Duncan Elementary School
- Lyman Elementary School
- Reidville Elementary School
- Startex Elementary School

Grades 7 - 8

- D. R. Hill Middle School

Grades 9 - 12

- James F. Byrnes High School

Vocational Center

- R. D. Anderson Vocational Center (serving Districts 4, 5 and 6)

School for the Handicapped

- Charles Lea Center (serving schools in Spartanburg County)

The district administration presently includes a superintendent, an assistant superintendent, a vocational education director, 8 principals, and the career education staff.

STATEMENT OF PROJECT GOALS

- A. To orient the Spartanburg District Five staff to the basic concept of career education.
- B. To develop a career education program in Spartanburg School District Five worthy of transporting to other school districts throughout South Carolina.
- C. To demonstrate the effectiveness of career education as measured by the achievement of stated objectives.
- D. To develop materials which may be used by other districts in implementing career education programs.

MAJOR OBJECTIVES

Product and process objectives for all grades K-12 were adopted to guide the career education staff in the administration of the program. The product objectives outline the student outcomes that the instructional strategy, career education, is aimed at producing. The process objectives depict teaching strategies and techniques designed to achieve the product objectives. Those objectives include the following:

A. Grades 1 - 6 Component

1. Product Objectives

Each student will:

- a. have a knowledge and understanding of the economic, social and personal importance of work.
- b. understand the range, nature, and relatedness of occupations in each of the career groups and in the specific occupational clusters covered.
- c. show an awareness of the need for basic educational skills in the world of work.
- d. know and practice the desirable habits and attitudes that are needed in the world of work.
- e. practice decision making and simulate career selection.
- f. demonstrate a positive self-image and attitude toward others.
- g. have an awareness of his interest.

2. Process Objectives

- a. Teachers will develop career education activities for use during the 1972-73 school year that will:
 - (1) be integrated with all subject matter to emphasize the relationship of and need for basic skills in the world of work.
 - (2) provide methods to emphasize desirable habits and attitudes for life and work.
 - (3) provide individual and group activities that enhance occupational aspirations, student concept of self, and student ability to get along with others.
 - (4) provide each student the opportunity to participate in activities for the evaluation of career interests and aptitudes.
 - (5) incorporate extensive use of audio-visual materials in career education.
 - (6) provide methods for students to plan parts of each activity and, if applicable, simulate a career choice related to each activity.
 - (7) provide community involvement, methods to take students into the working world.
- b. Teachers will evaluate each activity with regard to instructional techniques and process activities in relation to their effectiveness in producing established product objectives.

B. Grades 7 - 8 Component

1. Product Objectives

Each student will:

- a. have a knowledge and understanding of the economic, social and personal importance of work.

- b. understand the range, nature, and relatedness of occupations in specific occupational clusters covered during the year.
- c. understand the need for basic educational skills in the world of work.
- d. know and practice the desirable habits and attitudes that are needed in the world of work.
- e. practice decision making and narrow career choices.
- f. demonstrate a positive self-image and attitude toward others.
- g. have a knowledge and understanding of his interests, abilities, values, and needs.
- h. base his career choice(s) on his knowledge and understanding of his interest, abilities, values, and needs.
- i. have a basic understanding of the consequences of his career choice(s).

2. Process Objectives

- a. Teachers will develop career education activities for use during the 1972-73 school year that will:
 - (1) provide for the exploration of all occupational clusters at the 7th and 8th grade level and will relate basic subject matter to each cluster studied.
 - (2) focus upon the need for basic skills in the world of work.
 - (3) provide methods for students to learn desirable habits and attitudes for life and work.
 - (4) provide methods for students to practice decision making and narrow career choices.
 - (5) provide individual and group activities that enhance occupational aspirations, student self-concept and the ability to get along with others.
 - (6) provide methods for students to explore and assess their interests, abilities, values, and needs, and apply this knowledge in narrowing career choices.
- b. Teachers will evaluate each activity with regard to the effectiveness of instructional techniques and process activities in producing established product objectives.
- c. Teachers will relate course material to career preparation and the world of work.

C. Grades 9 - 12 Component

1. Product Objectives

Each student will:

- a. have a knowledge and understanding of the economic, social and personal significance of work.
- b. understand the range, nature, and relatedness of all work.
- c. understand the need for basic educational skills in the world of work.
- d. know and practice the desirable habits and attitudes that are needed in the world of work.
- e. demonstrate a positive self-image and attitude toward others.
- f. have a knowledge and understanding of his interest, abilities, values, and needs.
- g. base his career choice(s) on his knowledge and understanding of his interest, abilities, values, and needs.
- h. have a basic understanding of the consequences of his career choice(s).
- i. narrow his career choices and make a decision between a vocational or a college preparatory program.
- j. plan an educational program appropriate for his career choice.
- k. be placed in a job or a higher education program following termination from school.

2. Process Objectives

- a. Teachers will relate course material to career preparation and the world of work.
- b. Teachers will develop career education themes for individual projects that will:
 - (1) provide for in-depth exploration of chosen occupational clusters.
 - (2) provide for group activities that illustrate the range, nature, and relatedness of all work.
 - (3) focus upon the need for basic skills in the world of work.
 - (4) provide an opportunity to learn the desirable habits and attitudes for chosen careers.
 - (5) allow students to explore their feelings about themselves and others and to relate these feelings to their total life plans.
 - (6) allow students to explore chosen careers in terms of their own interest, abilities, needs and values.
 - (7) allow students to learn the consequences of their career choices.
- c. Teachers will evaluate each project with regard to the effectiveness of themes, instructional techniques, and process activities in producing established product objectives.
- d. Guidance personnel will develop and operate an intensive career guidance course for 9th and 10th graders.
- e. Guidance personnel will develop and implement career guidance techniques for those 11th and 12th graders who need assistance in choosing a career and planning for it.
- f. Project staff will attempt to provide opportunities for students to explore their chosen careers outside the school setting.
- g. Project staff and guidance personnel will attempt to provide for placement (employment or program of further education) of students leaving high school.

D. Special Education

1. Product Objectives

The product objectives applicable to each individual student in the special education sub-component are the same as the product objectives for the appropriate grade level component.

2. Process Objectives

Teachers will provide individual activities that will accomplish the appropriate component product objectives and that will provide basic skill training in specific appropriate occupations.

CAREER EDUCATION DEVELOPMENTAL PLAN

Career Education was first envisioned in Spartanburg District Five Schools in the summer and fall of 1971. The superintendent and other staff members visited other career education programs and discussed ideas for implementation of a career education program in District Five with teachers, principals and trustees.

Initial plans called for a career education center funded by the Appalachian Council of Governments to be developed at the new D. R. Hill Middle School being built at that time. Since neither those funds nor other sources of funds were available, the district staff examined other approaches to implementing career education within the district.

A study showed that students in grades 7-9 had the highest dropout rate, with the number one reason cited being lack of interest. Pre-vocational mini-courses at the ninth and tenth grade levels but correlating with the vocational courses offered at the R. D. Anderson Vocational Center were offered in the 1972-73 school year. These courses were designed to help students make decisions for high school vocational training and to alleviate the dropout situation. These courses were the nucleus of the career education program.

In 1972, the South Carolina State Department approached the Spartanburg District Five administration about expanding their local career education program to grades K-12. With the assistance of the career education staff of the State Department, the local administration staff wrote the general program outline including process and product objectives and submitted a proposal for funds to the U. S. Office of Education.

Upon receiving a commitment for funds, Spartanburg District Five hired a local career education staff consisting of four members:

Project Director — Mr. George O. Coan, Jr., who had served as a principal in the district for several years at Startex Elementary School.

Secondary Coordinator — Mrs. Doris Hughey, who had taught English and served as chairman of the Byrnes High School English Department for ten years.

Implementation Officer — Mr. William Bomar, who was a recent graduate of Clemson University.

Secretary — Mrs. Jane Blackwell, who had two years of college training and variety of work experiences.

By selecting staff members with an academic rather than a vocational background, the administration hoped the district teachers would accept career education as embracing all academic areas as well as the vocational components. This decision seems to have helped the program.

The District Five Career Education staff wanted to involve principals in drawing up the plan of procedure for the project. During June, all principals, the district staff, and the South Carolina Consultant for Career Education attended two three-day workshops. Together they agreed that the Spartanburg District Five Career Education program would stress four major areas: careers, self-knowledge, the free enterprise system, and decision making. They developed a concept sheet explaining the four major areas to be stressed. (See Appendix A). The workshop participants agreed that the major concepts were to be part of the underlying teaching philosophy in all subject areas in all grades K-12. They agreed that career education should not be separate but rather should be integrated into the academic material being taught. They developed a form to be used by teachers in planning classroom career activities related to the subject matter being taught.

All district teachers were required to attend one of the two three-day career education workshops during the summer of 1973. They received a stipend of ten dollars per day for attending the sessions. The workshops were conducted by the District Five career education staff and the principals. These local people rather than outside consultants were used to reinforce the idea that career education was to be a permanent, integral part of the Spartanburg District Five curriculum and had the backing of the principals as well as the administration. By playing a leadership role in the workshop, the principals' involvement in the career education program was greater and led to a leadership role during the school year as the program was implemented.

Sixteen District Five teachers representing each school were selected to make a survey of the business and industrial community in the Spartanburg District Five areas. They received a stipend for their work. Of the businesses and industries they contacted, over three hundred agreed to cooperate in the career education program. The teachers conducting the survey proved to be an added bonus to the program. They were accepted warmly by business and industrial leaders who expressed the belief that such a program had long been needed. Returning to their classrooms, these teachers were avid supporters of career education generating enthusiasm among other teachers for the project.

A catalog was compiled listing the following information about those businesses:

1. The name of the business
2. The contact person
3. The related occupational cluster
4. The name, address, and telephone number of resource persons and the grade level for which they would be suitable
5. The possibility of field trips
6. Other pertinent information -- films, pamphlets or booklets available.

IMPLEMENTATION

RESPONSIBILITIES

An immediate task for the career education staff was defining responsibilities for district personnel in fulfilling project goals. It was apparent that the program must involve the superintendent and principals as well as the classroom teachers, counselors, librarians, and career education staff. Following are the general responsibilities designated to each:

- A. Superintendent
 - 1. Overall direction of the program
 - 2. Funding
 - 3. Hiring of personnel
 - 4. Liaison between board of trustees, principals, career education staff
- B. Director
 - 1. Planning direction of the program with approval of the superintendent
 - 2. Coordination of project with the state department of career education staff
 - 3. Coordination with principals
 - 4. Coordination of activities with business and industry
 - 5. In-service training for all district personnel
 - 6. Planning specific participation of all district personnel
 - 7. Evaluation of project
 - 8. Monitoring of resource and materials requests
 - 9. Coordination of guidance activities
 - 10. Coordination with librarians
 - 11. Follow up study of student placement
 - 12. Preparation of quarterly progress reports
 - 13. Development of project visitation program
 - 14. Dissemination of information to other districts
- C. Coordinator
 - 1. Cooperation with director in program planning
 - 2. Assistance in in-service training for staff
 - 3. Individual conferences with all district personnel
 - 4. Purchase and dissemination of materials and supplies
 - 5. Publicity of career education activities
 - 6. Monitoring of budget sheet
 - 7. Cataloging of materials and supplies
 - 8. Coordinating on-the-job student experiences
 - 9. Compilation of information for dissemination
 - 10. Assistance to teachers for field trips
- D. Secretary
 - 1. General correspondence
 - 2. Scheduling of field trips
 - 3. Scheduling of community resource speakers
 - 4. Ordering and requisition of materials and supplies
 - 5. Cataloging and distribution of materials and supplies
- E. Implementation Officer (This position became vacant and was not refilled)
 - 1. Assistance to teachers in hands-on activities
 - 2. Preparation of materials for hands-on activities
 - 3. Assistance to teachers in planning and field trips

- F. Principals
 - 1. Cooperation in planning project direction
 - 2. Leadership within the school
 - 3. Liaison between faculty and career education staff
 - 4. Cooperation in project evaluation
- G. Librarians
 - 1. Preparation of inventory of available career education materials
 - 2. Assistance to teachers in relocating relevant career education materials for specific activities
 - 3. Purchase and cataloging of new career education materials
- H. Counselors
 - 1. Coordination with career education staff in career-related planning
 - 2. Counseling of students for course selection
 - 3. Compilation of materials for student use in career planning
 - 4. Coordination with post-graduate institution for student placement
 - 5. Follow-up study of students leaving school
- I. Teachers
 - 1. Integration of career education concepts into daily teaching
 - 2. Planning of specific career education activities relevant to the academic material being taught

PROCEDURES

A. Workshops for Teachers

All district personnel were required to attend one of two three-day workshops held during the summer of 1973. The teachers were given a choice of the two dates and received a stipend of ten dollars per day. Those teachers unable to attend one of the summer sessions were asked to participate in a make-up session after school began but did not receive a stipend. The workshops were conducted by the local career education staff and the principals. By using local people, the staff hoped to infuse the idea that career education is to be an on-going part of the curriculum, supported by the principals and the administration.

- 1. The basic concepts of career education were discussed during the first session. Many of the teachers were totally unfamiliar with the concepts; therefore, special emphasis was given to these areas throughout the workshop.

The career education staff felt it was important at this point to stress the need for career education. It was also stressed that career education is an underlying philosophy that should be an integral part of all teaching. Another point of emphasis was that career education involves all subject areas and is not to be confused with vocational education, although vocational education should include career education.

- 2. A film Career Education by Olympus Research Corp. which is available from the State Department of Education was shown. This film pictorially presents the need for career education and stresses the basic concepts.
- 3. The teachers were divided into small discussion groups which were chaired by a principal or career education staff member. The teachers discussed the concepts of career education, asked questions, and tried to relate them to their own individual teaching situations.

4. On the second day each group selected a subject area and grade level and planned an activity related to that subject. (Again the staff stressed that career education is not a separate part of teaching. The basic concepts should be integrated into everyday teaching — a sentence interspersed, an example given where relevant, etc. Career activities should be planned as part of the subject matter being taught. The teachers should relate any one or several of the career education concepts. The concepts should not only stem from academic material, but should also help make the study of academic material relevant to real-life situations, for example, in teaching specific math skills, a teacher might show students how those math skills are utilized in certain careers.)

Each group produced an activity that they deemed was workable and worthwhile. They discussed such factors as materials needed, time involved, etc.

5. After the group planning session, each teacher was asked to plan two activities that he or she could use in his or her teaching situation when school began in the fall.

Instead of preparing individual activities, librarians were asked to prepare a bibliography of career related materials already in the library and make the list available to the teachers.

Counselors made an inventory of career-related materials and researched methods of coordinating guidance activities with career education activities.

6. The workshop accomplished several tasks:
 - (a) It gave teachers an opportunity to learn career education concepts and become acquainted with the local career education staff.
 - (b) It established career education as a part of the District Five program supported by the principals and administration.
 - (c) It gave the teachers an opportunity to develop practical career education activities.
 - (d) It provided an inventory of career materials already available in the schools.
 - (e) Each teacher had two specific activities planned and ready to be implemented when school began in the fall.

B. Planning Conferences

Individual planning conferences were set up for each teacher with the career education staff. This action has been proved to be a major factor in the success of the program.

The career education staff set up a schedule with the principal of each school for planning sessions with each teacher — one in early fall and another in January.

The session included a brief discussion of career education concepts. The teacher could ask any questions he or she might have. The staff discussed what the teacher was teaching and asked for the ideas or plans he or she had for integrating career education. If help was needed, the staff offered suggestions or told what another teacher was doing.

The sessions helped in developing rapport with teachers. They gave impetus to teachers in planning career education activities and gave the career education staff an overview of what was taking place throughout the district.

C. Planning Activities

The career education staff urged that activities be planned that would enhance the academic matter being taught. They wanted activities to be a part of the unit, occurring where they best fit in.

The staff explained that activities could be of any length. Some might be as brief as thirty minutes. Others might stretch over several weeks. It was learned, however, that longer activities are not always as successful as those which last no longer than one or two weeks. Activities could stress one concept or could stress several concepts. Particular stress was given to

pre-planning using the activity form which the staff had prepared. This form included space for a brief description, stated objectives including academic objectives, a list of activities, materials needed, and an evaluation (See Appendix B).

At the end of the year the staff compiled all of the activity forms teachers had submitted in booklet form. The booklets were made available to district teachers for ideas for planning in the 1974-75 school year.

D. Resources

The career education staff encouraged teachers to use community resources such as speakers and field trips in their activities. They placed copies of the community resource catalog in accessible places in each school, the library, the teachers' lounge, the principal's office, etc.

If a teacher could not find resources from the catalog which listed more than 300 businesses and industries, the staff made contacts to locate them. Since that time, the catalog has been expanded to include approximately 400 resources.

The staff believes that the use of resources should be a part of an activity and asks that pre-planning and classroom work precede using a speaker or making a field trip and that some follow-up work be included. To insure that a field trip or speaker is not used in isolation from classroom preparations, the staff has learned that it is effective to have the activity planning sheet and the resource request form handed in to the principal stapled together. This method offers several advantages (See Appendix C for resource request form.):

1. The principal can quickly see what the teacher is doing in his or her classroom.
2. By putting it together, the teacher has a practical working plan and knows the principal is aware of the good things he or she is doing.
3. The principal can approve or disapprove an activity before the plans get too involved.
4. The logistics of contacting resource people were simplified.

The staff uses the following procedure for securing community resources for teachers:

1. The teacher hands to the principal the completed activity and resource request forms.
2. If the principal does not approve the activity, he/she returns the forms to the teacher; if he/she approves, he/she signs the forms.
3. On Friday of each week, someone from the district career education staff collects the forms from each school.
4. The staff contacts the business or industry and makes all arrangements.
5. If transportation is needed, it is arranged for.
6. The staff sends a note to the teacher giving all of the information concerning the trip or speaker.
7. The staff returns a copy of the activity form to the teacher to use for her evaluation after the activity is completed.
8. Each Friday the staff gives the principal of each school a list of the field trips and speakers scheduled for his schools the following week.
9. The staff encourages each teacher to write a letter of appreciation for field trips and speakers to the cooperating business or industry.

E. Materials

Materials are secured in several different ways. The career education personnel felt that for the greatest utilization, materials should be requested by the classroom teacher as the need arose or in conjunction with activities that had been or were being planned.

1. Any teacher who requested materials to use with an approved activity received those materials. Those materials were signed to him/her for his/her use during his/her tenure in the district.

2. Librarians were asked to order materials that would correlate with activities taking place in their schools. These materials were signed out to the school library. The librarians were asked to keep a listing of available career education materials.
3. The career education staff surveyed the activities planned and being planned. Using those plans as a guide, materials were ordered for a media center. Those materials are housed in the professional library of the district office. An annotated listing of all the materials available was compiled and made accessible to all teachers. Teachers can request any materials from the district media center on the resource request form. These materials can be checked out for an indefinite period of time in the teacher's name but are to be returned when the teacher has completed the activity.

WORK STUDY

The career education staff does not initiate work/study programs for students. The high school teachers, however, are encouraged to plan work/study programs as part of activities relevant to subject matter they are teaching.

The following procedure has been successful in placing students in actual working situations for short periods of time.

- A. The teacher plans activities pertaining to career possibilities related to the subject area. These activities may include student research, resource speakers, or field trips, etc.
- B. The teacher counsels with the students and identifies those who have demonstrated a genuine interest in a particular area.
- C. The teacher compiles a list of qualified students and a specified place they would like to work for a brief period of time. This list is given to the career education staff.
- D. The career education staff meets with the principal and the teacher and works out an agreeable period of time and other details.
- E. The career education staff contacts the business or industry and, where possible, arranges for the student to work in the place of his or her choice for a period of one day to one week.
- F. An agreement is signed between the school district and the participating business stating the obligations of each.
- G. An agreement is signed by the school district, the parents of the student, and the student. (See Appendix D). The student agrees to:
 1. Furnish his or her own transportation.
 2. Observe the regularly scheduled working hours of the business where he or she will work.
 3. Provide money for his or her lunch.
 4. Work willingly and cooperate with those in a supervisory position.
 5. Make up any school work he or she misses at a time designated by the teacher.
 6. Work with no remuneration.

PLACEMENT

The Spartanburg District Five area at this time has opportunities for diversified employment; therefore, the career education staff does not attempt to place students in jobs. This could change if the employment picture in the area should change.

Guidance counselors and the career education staff plan activities to acquaint students with post-graduate educational opportunities available to them after graduation. These activities include, among other features, field trips to the technical education center and local colleges, as well as resource speakers from these institutions, the military services, and local businesses and industries that have training programs. Material on these opportunities are made available to students. The counselors assist students in filling out applications and getting financial aid for training.

A follow-up survey is made of all graduates in the fall after graduation to determine educational or employment status at that time (See Appendix E).

EVALUATION

The career education project in Spartanburg District Five Schools has involved a formal third party evaluation made by Dr. Hugh Peck of IDEA (the company's name has been changed from IDEA to IBEX, Durham, North Carolina) as well as self evaluation by district personnel.

Dr. Peck met with the Spartanburg District Five Career Education staff, the superintendent, and the principals to determine the project evaluation needs. Based on that information, he outlined a series of scales to be administered as pre-tests in the fall of 1973 and as follow-up tests to be administered in the fall of 1974.

The scales designed by Dr. Peck and used in the evaluation included the following:

1. Occupational Awareness Survey
2. Self Appraisal Inventory
3. Career Awareness Development Inventory
4. Decision Making Scale

The formal evaluation consisted of a battery of pre-tests administered to students in the fall of 1973 with follow-up tests administered in the fall of 1974.

A. Major Results

The major results of the evaluation are summarized in the following paragraphs:

Primary age children in Spartanburg School District No. 5 showed no significant gains in self concept as measured by the Self Observation Scales. Specifically, they showed no gains in Self Acceptance, Social Maturity, School Affiliation, Self Security, and Achievement Motivation between the fall of 1973 and the fall of 1974 (the period of this career education project).

During this period intermediate age children involved in the same project showed significant positive gains (on the Intermediate Level SOS) in Self Acceptance, Social Maturity, Social Confidence, Peer Affiliation, Teacher Affiliation, Achievement Motivation, School Affiliation and Self Security. This is an unanticipated show of growth. Thus, indicating a gain in self concept during the upper elementary years not noted in many other areas.

Middle school children showed gains in family, school and general aspects of self concept as measured by the Self Appraisal Inventory. The same group showed significant loss in peer relationships.

On the same measure, high school students showed significant gains in family, school, and general areas of self concept; however, a significant loss was noted in the peer area of self concept.

The overall pattern of scores (JAQ) from the Occupation Awareness Survey indicates that the Spartanburg School District No. 5 students were more aware of a greater number of occupations in the fall of 1974 than they were in the fall of 1973; however, certain jobs were ignored by some students.

Intermediate grade students showed significant gains in social skills, academic skills and economic awareness as measured by the Career Awareness Development Inventory (CADI). Gains in economic awareness were exceptionally high compared to other projects.

Middle school students showed the same pattern of gains on the CADI.

Secondary students showed (on the CADI) significant gains in academic skills, aspiration level and economic awareness.

As measured by the Decision Making Scale, Spartanburg School District No. 5 intermediate and middle school students employ the following decision strategies most often: taking thought, doing as expected, and continuing as before. Decision making skills in these students were not as strong as other areas assessed in this study.

Attitudinally, the students are not consistent toward decision situations.

B. Self Evaluation

Self evaluation by district personnel includes the following:

Each teacher is asked to submit a written evaluation of each activity as it is completed. Each teacher is asked at the end of the year for comments and suggestions about the career education program.

The career education staff asks each principal for an evaluation of what is taking place in his school. Conferences are scheduled by the career education staff with each principal. The principal's evaluations are a vital part of the self-study made by the career education staff.

PUBLICITY

Publicizing what was taking place was one of the weakest areas in the career project. Original plans called for weekly releases to local media concerning the career education program; however, the staff became quite involved in administering the project. News releases were sent only for outstanding events. Often, the staff made photographs and mailed original releases to the press which were not published.

Articles were contributed regularly to the Spartanburg District Five Journal and generated interest and support for the program.

A modicum of television coverage was received.

Future plans include establishing personal contact with representatives of the media and adhering to a pre-determined schedule for publicity releases.

DISSEMINATION

As a research and development project, District Five Schools have an obligation to disseminate career education information to other districts upon request. The staff has used the following methods of dissemination:

A. On-Site Visitation

Any school representatives were welcome to visit the career education project in Duncan, South Carolina. The career education staff was available to discuss the needs the visitors might have. Visitors received a packet of the career education materials developed in Spartanburg District Five. If the visitors wished, they were invited to tour any or all of the District Five Schools and talk with teachers, counselors, librarians, or principals.

B. Staff Visitation to Other Districts

Upon request, the Spartanburg District Five career education staff has visited other districts to talk with faculties or administrators about their experience in developing a career education project.

C. Materials

Upon request, the Spartanburg District Five career education staff has made available the materials developed to other districts. Those materials include:

- (1) The career education concept sheet
- (2) The activity form
- (3) The resource request form
- (4) A descriptive brochure of the project
- (5) A compilation of career education activities planned and implemented by Spartanburg District Five teachers.

D. Television Teaching Program

Two fourth-grade classes at Duncan Elementary School in Duncan, South Carolina, were selected to participate in making a film designed to teach career education concepts to teachers. This film is available for inservice use through the State Department of Education.

**RESEARCH AND DEVELOPMENT PROJECT IN CAREER EDUCATION
SPARTANBURG SCHOOL DISTRICT FIVE**

CAREERS	SELF-KNOWLEDGE	FREE ENTERPRISE	DECISION MAKING PROCESS
There are many career options available. Different talents and skills are needed for different jobs. Different careers have different working conditions. There are advantages and disadvantages to all careers. Certain educational skills are important in all careers. Career decisions should be made after on-the-job or simulated experiences (firsthand, workable knowledge). Career decision requires certain types of specialized preparation.	There is dignity and worth in all people and in all careers. Getting along together in working situations is important. Personal attitudes and interest need to be recognized and understood. Understanding one's own limitations and assets is necessary. It is important to develop good work habits.	There is economic, social and personal significance in work. Our personal lives depend upon the work done by a variety of people. All jobs are dependent upon other jobs. Our economy involves certain basic principles like capitalism, supply and demand, taxes, money exchange, etc.	Four steps are involved in decision making: Define the problem or situation; Consider all alternatives and their consequences; Select the best alternative; Implement the choice.

ACTIVITY PLAN SHEET

Teacher _____

**Spartanburg County
School District
Five**

Subject _____

School _____

Beginning Date _____

Grade _____

Completion Date _____

Areas to be Covered in Activity: Circle

Careers

Self Knowledge

Free Enterprise

Decision Making

Description or Purpose:

Objectives (refer to four major areas above):

Activities:

Materials and/or Resources Needed:

Evaluation: List strengths and weaknesses of your activity.

CAREER EDUCATION RESOURCE REQUEST FORM

Teacher _____ Grade or Subject _____
 School _____ No. in Class _____ Date _____

Resource Speaker

Organization _____
 Contact Person _____
 Phone _____
 Date Needed _____
 Specific Time _____

Alternate

Organization _____
 Contact Person _____
 Phone _____
 Date Needed _____
 Specific Time _____

Field Trip

Place _____ Others to accompany group _____
 Contact Person _____ Transportation by _____
 Date of Trip _____ Purpose of trip _____
 Time of Departure _____
 Est. Time of Return _____ Trip approved by _____
 Staff Members to accompany group _____ (Principal) (Date)

Superintendent (if more than 50 miles)

Materials

Date Needed _____
 Quantity _____ Description of Materials Needed _____

I. Affiliating Agreement

This is a mutual agreement between the Spartanburg District Five Career Education Project and the participating student, whereby the student will accept certain responsibilities in the Career Opportunity Work Study Program and the Spartanburg County School District Five Career Education Project will assume certain obligations.

II. The Career Education Project Agrees to:

- A. Contact the business or industry and arrange where possible for the student to work in the place of his or her choice for a designated period of time.
- B. Provide a coordinator to work with the School Administrator and teacher in arranging schedules, etc.

III. The Participating Student Agrees to:

- A. Make up any school work he or she misses at a time designated by the teacher.
- B. Furnish his or her own transportation.
- C. Observe the regularly scheduled working hours at the business where he or she will work unless other hours are pre-arranged through the Career Education Project.
- D. Provide money for his or her own lunch.
- E. Work willingly and cooperate with those in a supervisory position and other employees.
- F. Work with no remuneration.
- G. Dress appropriately and conduct himself or herself in such a manner to bring credit to the school district and to the participating agency.
- H. Evaluate in writing his or her experience in the work study program.

IV. Termination of Agreement

It is understood that this agreement covers only the following dates:

Principal, James F. Byrnes High School

Participating Student

Director, Spartanburg School District Five,
Career Education Project

Parent or Guardian of Participating Student

Dear 1974 Graduate,

It is necessary that Byrnes High School have the following information from the members of the 1974 Senior Class. We will appreciate it if you will complete the attached card and return it as soon as possible.

We remain interested in you and wish you much success and happiness in your endeavors.

The Guidance Office

Detach and mail the card below.

Name _____

Address _____

Are you married? Yes _____ No _____

If yes, to whom? _____

Are you attending school? Yes _____ No _____

If yes, where? _____

Are you working? Yes _____ No _____

If yes, where? _____

RESULTS OF 1974-75 SENIOR FOLLOW-UP

196 graduates -- 90% responded.

Attending 4 year colleges	25
Attending 2 year colleges	24
Attending community colleges	12
Attending technical education centers	40
Attending other schools	4
In military services	8
Gainfully employed	60
Other activities or no response	23

After the printing of this document was completed, the following sections were added. A review of the final product surfaced the need for a statement of "conclusions" and "recommendations."

Conclusions of the Career Education Program
in Spartanburg School District Five

1. The career education effort has oriented the Spartanburg School District Five faculty in the concepts of career education. A hundred percent of the district teachers have incorporated the basic concepts into their day-to-day teaching. Ninety percent of the district teachers have implemented formal career education activities in their classrooms and have expressed support for career education as a philosophy of teaching.
2. Materials developed in the career education program in Spartanburg School District Five have been disseminated to seventeen states as well as to school districts throughout South Carolina and are available upon request. Those materials include:
 - a. A descriptive brochure of the program;
 - b. Booklets compiling activities implemented by Spartanburg School District Five teachers in their classrooms;
 - c. A resource catalog listing businesses and industries in the area and citing pertinent data;
 - d. A film depicting Spartanburg School District Five Career Education activities within two fourth grade classrooms, currently being used by the South Carolina State Department Career Education staff;
 - e. An annotated list of career education materials which have been purchased and used in Spartanburg School District Five classrooms;
 - f. A "How-To" document describing the step-by-step approach to the implementation of the Spartanburg Career Education program.
3. The career education staff of Spartanburg School District Five has been available for consultation with other school districts throughout the state. The director and coordinator have participated in career education planning and in-service training for many other school systems. School personnel throughout the state are invited to visit the Spartanburg District Five program and many have availed themselves of the opportunity.
4. Results of the required third party evaluation show positive gains in many areas. The evaluation showed students who have participated in the program are more aware of a greater number of occupations. It also indicated significant gains in social, academic skills, and economic awareness as well as success in meeting many of the stated objectives of the program.
5. The number of dropouts in the district following the initiation of the career education decreased. Certainly the program was a contributing factor to that fact. It would be difficult to determine, however, to what extent.
6. The career education program has been a valuable asset in strengthening school-community relations.
 - a. It offers business an opportunity to participate in the learning process.
 - b. It acquaints business and industry with the local educational system - its problems and its goals.

- c. It acquaints teachers and school personnel with business and industry, making teachers more aware of how the academic material they teach will be used by the student in his career.
- d. The Spartanburg School District Five program has enlisted the services of parents and senior citizens helping them to become more involved in the total educational program.

Recommendations

1. The administration should establish a clear-cut policy and clear-cut procedures for operating the career education program, including identified goals and objectives.
2. The total involvement of the administrative staff is invaluable. This involvement should include providing all administrative personnel with a thorough understanding of the basic career education concepts.
3. The administrative staff should lead in acquainting all staff members with the career education concepts, objectives and goals.
4. The administrative staff should see that the adopted procedures are followed by all personnel.
5. The career education staff must realize that all new programs require time before they are accepted. By working with creative, enthusiastic teachers in the early stages of the program and emphasizing the positive features, it is possible to establish a favorable attitude on the part of the entire faculty.